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ABSTRACT

This handbook was developed to provide useful information to help the school counselor identify and apply appropriate methods to "reach" every student. The first section presents an overview of group counseling. It focuses on group counseling, group dynamics, benefits of group counseling, group development, issues in group counseling, group leadership, and ethical guidelines and considerations. A bibliography is also included in this section. The second section describes strategies for getting started. It focuses on getting organized, initiating group activities, and establishing ground rules. The third section presents structured activities in the categories of getting acquainted; anger; communication; guided imagery; group rituals; self-concept and self-awareness; self-esteem; stress management; trust building; and values. The fourth section discusses special population groups, focusing on gifted middle school students. The descriptions of the activities include the subject, category, objectives, time required, materials needed, and the activities themselves. The fifth section focuses on special topic groups. It presents the rationale, organization, and activities for groups on the topics of goal setting/problem solving; divorce; depressed, post-suicidal students; and grief and loss. (ABL)

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HISD Secondary Counselors

HANDBOOK

ON GROUP COUNSELING AND GROUP GUIDANCE

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DEDICATION

This book of group counseling ideas and activities is dedicated to the secondary counselors who work with care and skill to assist young people in the growth process. It is also dedicated to those who worked two years--from conception to product--to bring it to fruition. They are:

Chairperson
- Ann Winkler, Counselor, Hamilton Middle School
- Maria Rustomji, Counselor, Migrant Program
- Tommie L. Sherman, Counselor, Jackson Middle School
- Marilyn Van Way, Counselor, Lanier Vanguard Program
- Emma Jean Harrell, Counselor, Sharpstown Senior High
- Rosalind Young, Editor, Houston Independent School District
- Rosalon Moorhead, Editor, Private Consultant
- Barbara Herlihy, Editor and Writer
  Chair of Counselor Education, University of Houston-Clear Lake

A special thank you is extended to Marilyn Balke, Director of Secondary Guidance, who with the help the of the Secondary Guidance Supervisors--Marcia Corn, Maria (Cris) Garza, and Nyanza Price, was responsible for overseeing the final production of this handbook.

Marilyn Van Way-Collins

Caring & Sharing
HISD Secondary Counselors

8K9-37.1

Created and Coordinated
By
Marilyn Finer-Collins
Director of the Guidance Bureau
1988-89

HOUSTON INDEPENDENT SCHOOL DISTRICT

COUNSELORS' HANDBOOK ON GROUP GUIDANCE AND COUNSELING

The Houston Independent School District, one of the largest urban school districts in the United States, serves a very diverse student population. It is a population that includes the wealthy and the impoverished, the gifted and the slow learner, the inner city student and the suburban student, the native Houstonian and the foreign refugee, the over-achiever and the disenchanted, the English speaking and non-English speaking. The children of the Houston community have different abilities, backgrounds and attitudes, but the expectation for each and every one of them is the same... to learn the necessary skills to become contributing, involved, productive and educated members of our future society.

Because of the diversity of our student population, no single teaching technique or course of instruction can address all students' needs. Here, the role of the school counselor is critical to the identification and application of appropriate methods required to "reach" every student. This handbook was developed to provide useful information to help the counselor perform that critical role in our schools.

Small group counseling and guidance has long been considered the most productive and efficient manner in which to address a wide variety of student needs. Indeed, the HISD specifies group counseling as part of the counselor's appraisal process. Because of the importance placed on group counseling, the overview of the nature and process of this technique found in Part I should be of benefit not only to the counselor experienced in group counseling but also to the counselor who is new to the process.

The remainder of the handbook consists of suggestions and activities relating to group counseling and guidance. Counselors should note, however, that there is no substitute for specific experience and training in group counseling. This handbook should be used only as an adjunct to training.

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OVERVIEW OF GROUP COUNSELING

GROUP COUNSELING

Group counseling is defined by Dinkmeyer and Muro (1971) as:

> an interpersonal process led by a professionally trained counselor and conducted with individuals who are coping with typical developmental problems. It focuses on thoughts, feelings, attitudes, values, purposes, behavior and goals of the individual and the total group. The group process permits the individual to examine and share self with others. Group transactions and group mechanisms facilitate increased understanding of self and others. Group counseling creates the conditions and climate for re-evaluating one's thoughts, feelings, and behavior. Through changing one's perceptual field, attitudes and feelings or actions, one is better equipped to experience and cope with the tasks of life. (pp. 2-3)

Group counseling differs from group guidance in several ways. Goldman (1962) pointed out that groups progress from leader responsibility toward group responsibility and from factual information toward relationship topics. Counseling involves a continuum which moves from teaching, through group guidance (free discussion, role playing), group counseling (discussion of relationships), and finally into certain aspects of group therapy depending upon the level of training and supervision available to the counselor. Berg and Landreth (1979) portray the process graphically as follows:

Essentially Preventative in Emphasis

Essentially Remedial in Emphasis

	GUIDANCE	COUNSELING	PSYCHOTHERAPY
Helper/ Leader Facilitator Variable	1. Teacher/Instructor 2. Counselor 3. Functional helper 4. Any person who has the necessary skills to deliver the program	1. Counselors/Psychologists with specific training in group 2. Developmental training	1. Requires specially trained psychotherapist 2. Background and training with abnormal populations
Methodology Variable	1. Instructional/Didactic 2. Informational 3. Content oriented 4. Structured lecture, presentation, or discussion format	1. Groups range from structured training formats to low structure 2. Typically focus heavily on group process and members' feelings	1. Groups typically are low structured 2. Focus is upon group process and members' feelings
Helpee Population (Client/Patient) Variable	1. Most anyone can profit from guidance groups if the information is relevant and meets real or perceived needs.	1. Members fall within normal ranges of adjustment and ability to cope. 2. May be mildly neurotic but typically are emotionally functional	1. Chronically neurotic and some psychotic members where substantial personality adjustments are required

Figure 1. Distinguishing among kinds of groups in guidance, counseling, and psychotherapy.

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GROUP DYNAMICS

Group dynamics are "basically related to the socio-cultural context of a society which helps the individual and a possible group to come together by providing given patterns of feeling, evaluating, thinking and acting... They are primary determinants of reciprocal dynamic interaction between individuals who create and regulate social structures. ("Group Dynamics," Encyclopedia of Psychology, p. 32) Preconditions for group formation include spatial proximity, minimal contacts, internal agreement or complementary needs, and the possibility of mutual cost and reward (exchange theory) (Cartwright and Zander, 1960). Therefore, externally, groups form spontaneously or as the result of perceived need. However, as Bonner (1959) has argued, groups maintain themselves as the result of social bonding.

According to Dinkmeyer and Muro (1971) the group counselor--whether defining what he or she does as guidance, counseling, or therapy--"cannot ignore the dynamics of a group or pretend that they exist only as theoretical constructs. All groups have forces that affect their growth and development. The counselor's job is to understand and use these in constructive ways" (p. 45).

BENEFITS OF GROUP COUNSELING

Group counseling offers a number of benefits for students and for counselors that are not available in individual counseling. Group counseling provides:

- efficiency (more students can be reached in less time)
- an altered process of self-discovery (the student can see himself through the eyes of others)
- assistance in redefining self-concept through feedback (it becomes safe to remove "masks")
- development of interpersonal skills among group numbers
- reality testing (a group is a microcosm of society in which students can make choices about how to be different, more flexible and can transfer this learning to their other world)
- development of a sense of responsibility toward others
- pressure, not coercion, for positive growth
- a supportive environment which may be the only supportive environment available to the student.

Additionally, as Corey (1985) has written:

> ...for almost any need... You can find some type of group approach designed to help people meet that need... (The) group approach is frequently more effective than individual approaches...due to the fact that group members can practice new skills both in the group and in their everyday interaction outside of it... (p. 4)

Corey (1981) has stated that group counseling is particularly efficacious for adolescents whose developmental needs coincide with a need for peer interaction and acceptance. A group of adolescents can support each other's attempts to deal with dependence/independence struggles, identity searches, the need for security as opposed to the desire to grow, pressures to conform as opposed to individuality--all within a framework of acceptance and with the good feeling of being instrumental in another's growth. The group becomes a safe place for reality testing and learning limits while realizing that one's concerns are shared by others.

The curative factors of group counseling as outlined by Yalom (1985) are also supportive of the benefits of this procedure. According to Yalom, therapeutic change results from eleven curative factors: instillation of

hope; universality; imparting of information; altruism; the corrective recapitulation of the primary family group; development of socializing techniques; imitative behavior; interpersonal learning; group cohesiveness; catharsis; and existential factors (pp. 4-5). While the group counselor may not see all these factors as being within his or her level of expertise, others are well worth examining.

Instillation of hope, which Yalom considers to be "crucial," is derived from the optimism that the results of group counseling will be positive. For instance, in a group composed of students from divorced or divorcing families, simply seeing that others have survived a similar experience instills hope. (Several studies have indicated that high expectations of success in beginning group members are predicative of positive outcomes. [Goldstein, 1962])

In all groups, members may enter with a profound sense of uniqueness, that they alone have certain unacceptable feelings or problems. In the group "the disconfirmation of their feelings of uniqueness" (Yalom, p. 7) is a wonderful relief.

To Yalom, "the explanation of a phenomenon is the first step toward control of the phenomenon." (p. 11) The cognitive explanations of the grief process, for instance, or the structured learning of Transactional Analysis (TA) or Rational-Emotive Therapy (RET) are an integral aspect of the curative process. Imparting of information is important.

Those who have experienced group counseling over a period of time often exhibit impressive social skills. They are aware of "what is going on," are sensitive to group process and interaction, have acquired some skills at conflict resolution, are less judgmental and more empathetic. They have learned how to be helpful to others without seeming critical. They have developed Yalom's socializing techniques.

Vicarious or "spectator learning" is also a part of the curative group process. Group members benefit from the modeling of the leader and from the experience of watching others confront similar problems. Specific techniques such as role playing also allow practice in developing new behavior as members "try on" more appropriate roles.

Altruism is an interesting characteristic of the "self-absorbed" adolescent. Along with seeing himself or herself as existing at the center of the universe (the "spotlight syndrome"), the adolescent has a strong sense of justice and a need to improve the world. To help another, to take the risk of reaching out to someone else, to say "I care about you and what this decision is going to mean to you"--these acts of compassion and concern for others are curative and mitigate against selfishness.

Sullivan (1953) contends that one's personality is almost entirely the result of interaction with other human beings, with "significant others." People need people--originally for survival, later for socialization and the pursuit of satisfaction. Adolescents, particularly, hunger for social

acceptance, for inclusion in the group. To use this social hunger in a positive pursuit of improved self-awareness and interpersonal relations is to use the group process in a curative manner.

Cohesiveness has been defined as "the resultant of all the forces acting on all the members to remain in group" (Cartwright & Zandler, p. 74). Cohesion involves a sense of "we-ness" in the group, a feeling of being "at home" here more than anywhere else. Several studies (described by Yalom, 1975) indicate that cohesion is both essential for perpetuation of the group and necessary for group success:

> If an individual experienced little sense of belongingness or attraction to the group, even when measured early in the course of the sessions, there was little hope that he would benefit from the group and, in fact, a high likelihood that he would have a negative outcome. Furthermore, the groups with the higher overall levels of cohesiveness had a significantly higher total outcome than those with low cohesiveness. (p. 52)

Other factors, such as catharsis and universality, can also be of importance in group counseling. The student who shares his or her grief at the loss of a parent or who admits fears of inadequacy to an accepting group can benefit greatly. Yalom suggests that "the affective sharing of one's inner world and then the acceptance by others ... seems of paramount importance" (p. 47). Corey (1985) has argued that "emotionality (catharsis) is related to successful outcomes when it is accompanied by some form of cognitive learning. In other words, understanding the meaning of intense emotional experiences is necessary to further self-exploration" (p. 110).

In summary, the group counselor--while disclaiming the title of therapist--must nonetheless be aware of group process and utilize it effectively as a curative factor.

TEN BENEFITS that students can derive from participating in groups:

1. *altruism* - helping others can do wonders for a student's self-esteem and sense of self-worth. The opportunity to be a helper as well as the "helpee" is a unique benefit of group work.

2. *cohesion* - the feeling that one truly belongs to the group is beneficial especially for students who are social isolates, are having peer group difficulties, or are experiencing family upheaval.

3. *catharsis* - being able to express feelings and concerns to others is useful in relieving stress and anxiety even when no "solutions" to problems are found.

4. *insight* - acquiring self-knowledge and understanding is particularly valuable to pre-adolescents and adolescents as they search for a sense of identity.

5. *feedback* - receiving feedback from peers can be much more impactful than the same feedback given by an adult.

6. *interpersonal skills* - acquiring skills in listening, responding, and resolving conflicts will be helpful both socially and academically; these are life-long skills.

7. *family reenactment* - students may experience the group as if it were their own family, creating learnings about how one relates with family members (parents and siblings) and a better understanding of their families and their place within the family.

8. *instillation of hope* - students feel encouraged to see that others have solved or are solving their problems.

9. *universality* - students come to realize that they are not so different from others, that their concerns are not "weird," but are shared by others.

10. *identification* - students can model themselves after another group member or the counselor to learn more effective ways of behaving.

(Yalom 1975)

GROUP DEVELOPMENT

Group development is the process through which an aggregate becomes a group. There are definite and discernible stages of group development, although the transition between stages may be unclear.

An *aggregate* is a juxtaposed grouping in time and space. Members of an aggregate maintain interpersonal distance, hold surface communications, do not directly examine their own interaction, do not necessarily have a commonly agreed upon goal, and are not interdependent.

A *group* is a gathering of people who have close personal interaction, examine their own interaction when appropriate or necessary, have a shared sense of purpose, are interdependent, and are cohesive (sense of closeness, of identification with the group, of "we-ness").

William Schutz (The Interpersonal Underworld) believes that people have three basic interpersonal needs which arise in any social (group) setting. For any group to function effectively, all three must be met at each member's level of comfort. These are:

Inclusion, which is a sense of belonging--the first step in a group cycle,

Influence or control where everyone needs to find a comfortable level of influence in group, and

Intimacy, a feeling of affection/closeness,

STAGES IN GROUP DEVELOPMENT (Source: B. Herlihy, PhD, UH/CLC)

Stage 1: Initiating (or "forming and norming")

In Stage 1, members experience:

- a strong need for orientation (i.e., "What is expected?")
- aggregate behavior
- the need to ask themselves questions such as "Am I going to be accepted/rejected/the dumbest?", "Who is going to like me?" "Who will I like?"
- much feeling, very little verbalization
- guarded communication (they may describe themselves by objectifying). William Shutz: "Communication centers on goblet issues" (distorted view)
- ability to predict behavior in initial stages by previous behavior. (Students have no other reference as to what is okay.)
- awkwardness

Stage 1 is important because:

- it sets mood/tone for everything else
- expectations begin to form, then people begin to behave in accordance with expectations
- norms begin to develop. (Norms are shared expectations that members have for one another.)

The leader's behavior in Stage 1 is important because it sets the tone and structure of the group. The key ingredient is trust. The leader is to:

- provide a psychological air of safety
- help in building trust, showing empathy, accepting any response
- start modeling the behavior to be encouraged in members, such as empathy, positive regard, and appropriate self-disclosure, although ethically, a leader must not expect self-disclosure unless he/she is willing to self-disclose as well.
- make expectations (rules) clear in terms of confidentiality and time limits
- help members become engaged or involved by using structured ice breakers when appropriate.

Stage 2: Conflict/Confrontation (or "storming")

In Stage 2, the conflict arises when the group realizes that the leader is not providing answers. There is no content outside of individual/group interaction and there is frustration. ("What are the answers?")

In Stage 2, members are:

- more self-disclosing; also they fear they are being judged.
- looking for structure. If none is provided, the attack is focused on the leader.
- demonstrating signs of resistance. It may be non-verbal and demonstrated in body language; people become passive; defense mechanisms surface. Some members will become aggressive; e.g., help-rejecting complainer who will not allow group to help.

If the group gets healthy, confrontation is the next step. Confrontation is one person pointing out the discrepancy seen in another, between insight and action, between ideal and real, between verbal and non-verbal communication.

Confrontation becomes an invitation to the person as to whether or not he/she wants to continue his type of behavior. Members may confront behavior and challenge the experiment with new behavior. Confrontation is almost a necessary stage in group development; however, it is easy for the group to stagnate here.

In Stage 2, the leaders should:

- be sensitive to anxiety levels, reassure and draw out issues
- allow/encourage expressions that might be resentful
- model appropriate confronting behavior. (If confrontation is successful, it draws opponents closer)
- model responses to confrontation that foster group cohesiveness.

In order for confrontation to emerge, a "sacrificial lamb" must be selected first. The leader must be careful to handle the situation in such a way that the "sacrificial lamb" does not leave the group feeling anger. The leader must determine if the group is ready for confrontation. If not, then he/she must gently brake. After confrontation, it is important for leader to check with the "sacrificial lamb" ("Are you okay?").

Stage 3: Cohesion

Once confrontation is out in the open, direct the group toward cohesion, a solidarity, a feeling of "we" within the group. Leaders are cautioned to avoid false cohesion, a regression toward "niceness" as a result of tension.

Cohesion is the glue or binding force for the group. At this stage, members make a considered commitment to the group.

The hallmarks of cohesion are:

- open communication
- support for risk-taking
- tendencies for simultaneous reinforcement of each other's values
- shared leadership; people helping people
- emergence of facilitators

In Stage 3, the leader's job is to:

- reinforce expressions of cohesion
- realize that cohesion may feel so good that the group becomes complacent. The leader's intervention is important if resting state remains too long.

Stage 4: Productiveness ("or performing")

In Stage 4, the group

- has become stable
- has a shared sense of purpose and can now focus on individual goals
- now feels safe/comfortable with bringing up issues; members have developed facilitative roles
- shares leadership
- assumes roles based in ability rather than in "shoulds"

The structure in Stage 4 is now functional. Norms have evolved, procedures that work are kept. Previously-reticent group members are willing to bring up concerns. As Gerald Corey writes: "Productiveness has to be measured in terms of the changes made by group members." The leader's job is to maintain productive behaviors.

Stage 5: Affection

Affection may or may not be reached. Although affection among the group can produce a pleasant environment, it is not a prerequisite for effective group exchanges. Affection among the group can be detected when:

- the task becomes secondary to the relationship. That is, the group is more interested in caring about each other than in accomplishment. (This is considered the hallmark of affection.)
- there is increased appreciation of each other in a deep way; intimacy becomes predominant.
- members develop relationships which extend beyond the life of the group.
- ex-members remember little isolated incidents with personal meanings (often when the leader has not seen the group as working).

The leader's job is to maintain and monitor affection among group members.

Stage 6: Termination (or "adjourning")

It is the leader's ethical responsibility to prepare members for the termination of the group.

This may be very difficult and could result in members feeling unfinished, at a loss, experiencing separation anxiety. To cope, members may withdraw emotionally, sometimes physically. They experience what is known as "anticipatory termination." The leader's job is to help members summarize, synthesize the experience, and to say goodbye with a definite feeling of closure.

A MODEL FOR UNDERSTANDING STAGES OF GROUP DEVELOPMENT

INITIATING	CONFLICT/ CONFRONTATION	COHESION	PRODUCTIVENESS	AFFECTION	TERMINATION
orientation norming	attack leader resistance confrontation				
aggregate		group			
forming norming	storming		performing		mourning
inclusion Wm. Schutz	influence			intimacy	
confusion, searching	uncertainty, frustration	commitment to group	working phase	focus on relationships	difficult affect
guarded communication	testing of limits and boundaries	"we-feeling"	functional structure	rediscovery at deeper level	withdrawal
expectations form			shared leadership	"like a family"	need for closure
dependence	independence		interdependence		

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ISSUES IN GROUP COUNSELING

MEMBERSHIP OF THE GROUP

Mixed sexes--A group composed of both males and females is generally the preferred grouping since females are traditionally more civilizing and more verbal.

Separated by sex--By separating males from females, competitiveness and rivalry between the sexes are avoided and the sexual tension which surfaces (particularly in middle school) does not interfere with the group process. Also, boys and girls in middle school are at very different maturation levels so issues may differ. For example, eighth-grade girls may be addressing issues regarding relationships, whereas eighth-grade boys may be more involved with emerging sexual feelings and with control issues which they may be reluctant to discuss in a mixed group. It is important to note, however, that separate groupings may also create other problems. An inarticulate all-male group, for example, can be one of the most difficult groups to lead into frank, open discussion.

Other factors--For an unstructured or nontheme group, a heterogeneous grouping with students working on different problems is usually preferred. However, counselors should screen out psychotic students, religious fanatics, habitual drug users, and/or seriously disturbed students. Students considered to be in these categories are generally unproductive to the group and are possibly emotionally damaging to more fragile group members. Homogeneity of social class or level helps group cohesion.

Consent--Parental consent is not required, but it is recommended. If parents and their children discuss group goals in advance or talk about the idea of being in a group, family communication is enhanced.

Voluntary membership--Participants in a group with voluntary membership are not required to join and may leave at any time. A student who chooses to leave the group, however, must give a reason to the remaining members of the group.

Involuntary groups--Sometimes administrators may require students to attend certain groups, such as those concerned with attendance problems or noncompliance of school rules. Resistance in such students should be expected. The negative student's feelings should be met with acceptance and encouragement.

An effort to open communication with the student might begin with, "I'd be really angry if I had to come to a group like this. Do you want to talk about the people who push you around and tell you what to do?"

If the answer is no, as it may well be, the effort should continue to be made for opportunities to provide an outlet for the student's feelings. Older members of the group, who probably were equally resistant upon arrival, may be asked to share some of their experiences.

Open vs. closed groups--Closed groups accomplish more due to greater cohesiveness. However, this is often not practical in a school setting and may lead to negative feelings or comments from those "left out." Also, students may need to move into the group from individual counseling as the counselor sees a need for positive peer contact or a readiness to respond to a group situation. Other students may move on as problems are solved or issues resolved. The counselor reserves the right to decide who should or should not be in the group. Often, groups test this issue by challenging the counselor to exclude an unpopular member. Usually the solution is to discuss the group's feelings about the member, perhaps to role-play excluding him/her by physically seating him/her outside the circle, and then allowing the isolated member to discuss his/her feelings of hurt and anger. The group may then ask the isolated member for some change in behavior, attitude, etc., to retain his/her group status. This works well with disruptive students, provided they have been in the group long enough to have an emotional investment in remaining. The counselor may also see the group request to remove a member as a developmental move toward independence. The counselor may ask the group to talk about feelings toward the counselor as an authority figure. Nonetheless, the counselor remains the final decision maker with regard to group composition.

Structured groups--These groups generally have definite timelines (seven sessions, one semester, etc.) and are designed to address a specific problem area such as divorce or teach a specific skill such as relaxation or communication skills. They are conducted more like a class and often include more students. The counselor is more directive and task-oriented and usually has a definite plan for each session.

Unstructued groups--These groups often have no certain timeline and add or lose members as students work through problems or seem to need a group experience. They allow students to generate their own topics by "asking for time" to work on their issues. Often they start with a structured activity and move into process as the group progresses. The counselor plans but does not overplan. That is, the counselor has a structure in mind but if an issue arises or the group moves in another direction, he/she is flexible. The focus here is on openness, honest expression of feelings, support for other group members, problem solving, (please note, however, that is not necessary to solve problems; it is necessary to process them), self-awareness, good communication, non-defensive behavior, and willingness to grow. The counselor acts as a facilitator and model of appropriate positive behavior. Initially directive, the counselor becomes more a faciliator of group process as the group matures and becomes more capable of enforcing its own rules and encouraging each other's growth.

Co-leadership--The advantages of co-leadership are numerous. If leaders include male and female, they serve as models for the entire group. Their opinions and value systems model positive adult behavior, although they may differ. Two counselors may also disagree and model positive conflict resolution.

In addition, it may be helpful to have feedback during debriefing after a session. This helps with planning, behavior control if the group is acting out, and transference issues. Co-leadership allows one counselor to become deeply involved while the other has time to observe. The beginning group counselor benefits from co-leadership since it allows him/her to gain confidence under supervised practice.

The primary disadvantage of co-leadership involves the counselors' time. Two counselors rarely are able to find time to work together and such efforts are often seen as an inefficient use of counselors' time.

Termination--Groups must end and must process the feelings connected with that ending. The beginning group counselor will find a great deal of resistance to termination in both himself/herself and in students. Students will locate major new issues and be very persuasive in their need to continue in the group (particularly in short-term groups which end during the school year). The counselor, too, will undoubtedly avoid bringing up such an unpleasant subject. In long-term groups, the end of the school year automatically forces closure and the wise counselor will inventory his or her own time constraints at the end of the year and end the group with his/her own pressures in mind. Notify students well in advance that the group will be ending and that there will be no extensions. If the principal permits, a final picnic or small party for long-term groups might be appropriate. The counselor may ask students to complete a written evaluation of the group or may simply allow students to express their feelings about the group. Students may be asked to describe how they or others in the group have changed and what they plan for the following year in the way of continued growth. The counselor may wish to end with a group hug: everyone stands in a circle with arms around each other's waists (or shoulders--some students are very uncomfortable with closer contact); everyone takes one step forward in a joint "group hug."

GROUP LEADERSHIP: GUIDELINES

1. As a leader, you can help the members become comfortable with you if you make eye contact with them. Also, you can detect nonverbal messages by scanning the group.

2. A leader must be aware of the use of terms such as "lack of confidence," "inadequate," etc.; often these words mean different things to different people. Because labels hinder people's understanding of themselves, ask the person using a label to explain what he/she means.

3. Remember your voice, energy level, concern, etc., as leaders often dictate the tone of the group.

4. Self-disclosure is a very good tool for getting people into themselves. You can get members to focus on themselves or on you. If you do self-disclose, be sure that you do not appear to be in need of work unless you are.

5. Be aware of those who try to entertain the group--they usually need lots of attention and will monopolize if you let them.

6. Leaders need to be careful about getting sidetracked into discussions about topics. Usually these will not lead to learning, change, or growth.

7. If you cannot interrupt people, then you, as leader, will probably not be as effective as the leader who learns how to skillfully interrupt in order to change the focus.

8. The hostile interaction of the members can be controlled by the leader. First decide if you want it to happen. Try to keep this to a minimum by setting a tone for each person to focus on himself/herself and be firm with a member who attacks another member. If you do allow hostile interaction to continue, it must be determined how to address it once it is finished.

9. Members will often try to get you to talk about topics or they will talk about someone else's problem. It is usually good not to engage in this kind of discussion for very long.

10. Each counselor needs to get in touch with those parts of himself/herself that say, "I can help another," "I can't help another," "I'm afraid to really go deep with another because to really help is to take a risk--am I willing to take a risk?"

11. Each counselor needs to ask himself/herself:

    1. Can I push a person, even when it is painful?
    2. What will I do if my client cries?
    3. What are the ways to help a person other than pushing?

Do I know how to use these effectively? (Note: There are many ways to help--"pushing" is one of many.)

12. In a "round," it is not necessary to give everyone a turn. That is, if something appears to need attention immediately (person seems ready to share a concern), you might want to focus on that. Other times you may want to use the completion of the round as a way to shift the focus.

13. Exercises should not be used simply to fill time. There must be a reason why you are using them; when you use them; for how long you use them; and what you hope will happen as a result.

14. If you are having a person make a round, try not to let him/her ramble. Have him/her move to the next person after a sentence or two or when he/she begins to ramble.

15. Counselors must be aware that when a person is going into his/her feelings, questions seeking information will cause the person to withdraw to a cognitive level. This is why many clients never get to their feelings--the counselor's questions prevent this from happening.

16. Group leaders must be very observant of where the focus is in a group, how it shifts, and why it shifts. Also, leaders must learn how to bring the focus back, how to keep the focus in one place, etc. If you, as a leader, have trouble interrupting, you'll find the focus in your group always shifting. Very little productive work will be accomplished.

17. If the focus is on one member, the leader must be aware of the involvement of the other members. If they are bored, then the interaction is probably not valuable for the group as a whole. Perhaps you could say to the "working" member, "Why don't we talk about this later," or "Why don't we get into dyads and talk about ..." (leader then gets in dyad with the working member).

18. Leaders should be aware that pushing members to work is sometimes helpful and sometimes harmful. "Pushing" which means questioning, interpreting, etc., would not take place unless there is a fairly good idea as to where it is heading. The individual is the best person to decide when he is ready to "work."

19. Remember that anyone should have the option not to take part in any exercise.

20. At each meeting, think about what each member can take away with him.

21. The value of a group experience is not based on how "good" the members feel about each other, but on how much positive growth and change is carried over into each person's real life.

CHARACTERISTICS OF EFFECTIVE GROUP LEADERS

An effective group leader is:

courageous	- vulnerable, admits mistakes and is accessible emotionally
intuitive	- acts on beliefs and hunches after listening to subtle messages and observing behaviors
a model	- models specific, desirable behaviors
caring	- demonstrates sincere interest in the welfare of others
committed	- believes in the value of the group process
open	- accepts lifestyles, cultures and values of group members
aware of self	- has a good sense of identity, values, strengths and feelings

In addition, an effective group leader has:

presence	- prepares for group by spending centering time alone
personal power	- has certain qualities and charisma which group members emulate
stamina	- physically and psychologically strong, since groups can be taxing and draining as well as exciting and energizing
sense of humor	- relieves moments of intensity with sensitivity and humor

SOURCE: Corey & Corey. Groups: Process and Practice. Monterey, California: Brooks/Cole, 1982.

ETHICAL GUIDELINES AND CONSIDERATIONS

The Association for Specialists in Group Work (ASGW) has approved Ethical Guidelines for Group Leaders (1980). In addition, Huey (1986) delineates the ethical dilemmas inherent in the school setting in which counselor responsibilities may conflict with accountability to school, pupils, and parents. Within group counseling, such dilemmas may intensify.

Terres and Larrabee (1985) have stressed the need for pregroup interviews, confidentiality, and attention to physical setting to assure safety and opportunity for personal growth. Corey (1985) states that potential group members have a right to know the purpose of the group and the general organization and rules of the group. Also, Corey emphasizes that a pregroup interview is necessary to decide whether this group will meet perceived needs. Members have a right to know the qualifications of the leader and to receive information about rights and responsibilities of members, including the psychological risks in group membership. Corey also emphasizes three important freedoms: freedom of exit (although member does have the responsibility to explain why he or she chooses to leave); freedom to use group resources (the leader restrains ramblers and monopolizers); and freedom from coercion and undue pressure ("Leaders shall protect... against physical threats, intimidation, coercion, and undue peer pressure..." [ASGW, 1980])

Corey (1985) delineates the legal responsibility to report client threats to themselves or others. In regard to confidentiality within groups, the counselor must point out in advance that there are limits: "Material discussed here is confidential to the extent that it includes nothing harmful or potentially dangerous to you or to anyone else. Legally and ethically, I must disclose such [harmful or potentially dangerous] material."

With school groups it is a good practice routinely to require written notification to the parents since students are minors. However, there are times when the counselor may choose to include a student without parent permission or when permission has been refused. The notification to parents should be seen as a means of opening communication between school and parent and between parent and child. It is not a legal necessity, for counseling is seen as a part of the educational process. If such a group is formed or if a member is included over parent objections, certainly the principal or his or her designated subordinate should be informed of the rationale for such a decision.

The group leader has the responsibility to prescreen members to differentiate between suitable and unsuitable members. Rappaport (1984) suggests screening out religious fanatics, heavy drug users, psychotics, or the more seriously disturbed. However, the purpose of the group should also be kept in mind when determining membership.

ETHICAL GUIDELINES FOR GROUP LEADERS
(Approved by ASGW Executive Board 1980)

PREAMBLE: One characteristic of any professional group is the possession of a body of knowledge and skills and mutually acceptable ethical standards for putting them into practice. Ethical standards consist of those principles which have been formally and publicly acknowledged by the membership of a profession to serve as guidelines governing professional conduct, discharge of duties, and resolution of moral dilemmas. In this document, the Association for Specialists in Group Work has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members.

The Association for Specialists in Group Work recognizes the basic commitment of its members to the Ethical Standards of its parent organization, the American Association for Counseling and Development, and nothing in this document shall be construed to supplant that code. These standards are intended to complement the AACD standards in the area of group work by clarifying the nature of ethical responsibility of the counselor in the group setting and by stimulating a greater concern for competent group leadership.

The following ethical guidelines have been organized under three categories: the leader's responsibility for providing information about group work to clients, the group leader's responsibility for providing group counseling services to clients, and the group leader's responsibility for safeguarding the standards of ethical practice.

SUBPART A--RESPONSIBILITY FOR PROVIDING INFORMATION ABOUT GROUP WORK AND GROUP SERVICES

A-1. Group leaders shall fully inform group members in advance and preferably in writing of the goals of the group, qualifications of the leader, and procedures to be employed.

A-2. The group leader shall conduct a pregroup screening, orientation, and--insofar as possible--shall select group members whose needs and goals are compatible with the established goals of the group; who will not impede the group process; and whose well-being will not be jeopardized by the group experience.

A-3. Group leaders shall protect members by defining clearly what confidentiality means, why it is important, and the difficulties involved in enforcement.

A-4. Group leaders shall explain, as realistically as possible, exactly what services can and cannot be provided within the particular group structure offered.

A-5. Group leaders shall provide prospective clients with specific information about any specialized or experimental activities in which they may be required to participate.

A-6. Group leaders shall stress the personal risks involved in any group, especially regarding potential life changes, and help group members to explore their readiness to face these risks.

A-7. Group leaders shall inform members that participation is voluntary and that they may exit from the group at anytime.

A-8. Group leaders shall inform members about recording of sessions and how tapes will be used.

SUBPART B--RESPONSIBILITY FOR PROVIDING GROUP SERVICES TO CLIENTS

B-1. Group leaders shall protect member rights against physical threats, intimidations, coercion, and undue peer pressure insofar as is reasonably possible.

B-2. Group leaders shall refrain from imposing their own agendas, needs, and values on group members.

B-3. Group members shall insure to the extent that it is reasonably possible that each member has the opportunity to utilize group resources and interact within the group by minimizing barriers such as rambling and monopolizing time.

B-4. Group leaders shall make every reasonable effort to treat each member individually and equally.

B-5. Group leaders shall abstain from inappropriate personal relationships with members throughout the duration of the group and any subsequent professional involvement.

B-6. Group leaders shall help promote independence of members from the group in the most efficient period of time.

B-7. Group leaders shall not attempt any technique unless thoroughly trained in its use or under supervision by an expert familiar with the intervention.

B-8. Group leaders shall not condone the use of alcohol or drugs directly prior to or during group sessions.

B-9. Group leaders shall make every effort to assist clients in developing their personal goals.

B-10. Group leaders shall provide between-session consultation to group members and follow-up after termination of the group, as needed or requested.

SUBPART C--RESPONSIBILITY FOR SAFEGUARDING ETHICAL PRACTICE

C-1. Group leaders shall display these standards or make them available to group member.

C-2. Group leaders have the right to expect ethical behavior from colleagues and are obliged to rectify or disclose incompetent, unethical behavior demonstrated by a colleague by taking the following actions:

(a) To confront the individual with the apparent violation of ethical guidelines for the purposes of protecting the safety of any clients and to help the group leader correct any inappropriate behaviors.

(b) Such a complaint should be made in writing including the specific facts and dates of the alleged violation and all relevant supporting data. The complaint should be forwarded to:

The Ethics Committee
c/o The President
Association of Specialists in Group Work
5999 Stevenson Avenue
Alexandria, VA

The envelope must be marked "CONFIDENTIAL" in order to assure confidentiality for both the accuser(s) and the alleged violator(s). Upon receipt, the President shall (a) check on membership status of the charged member(s), (b) confer with legal counsel, and (c) send the case with all pertinent documents to the chairperson of the ASGW Ethics Committee within ten working days after the receipt of the complaint.

See ASGW Ethical Guidelines for Group Leaders for further description of procedures for dealing with allegations of ethical violations.

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STRATEGIES FOR PLANNING AND GETTING STARTED

GETTING ORGANIZED

A comprehensive assessment of your school and its climate for group counseling should be made in preparing to organize a group counseling program. This will help identify those persons who might be apprehensive as well as those who will be supportive of the group effort. Careful consideration should be given to what strategies will be implemented. While not minimizing the one-to-one counseling process, similar and additional services in groups will be available. The preliminary organization, therefore, will be a critical step in that the outcome of the group counseling process is dependent upon how efficiently the groundwork is laid.

The community in which your school is located will greatly impact the approach used. There is certainly a need to consider your entire school administrative structure: superintendent, directors and/or supervisors, school principal, and assistant principal. It is essential that the principal be involved in the approval process of the group counseling program. As you present your counseling plan to the administrative staff, strong rationale will be required. Your approach should be pragmatic. You should demonstrate how group counseling will make the principal's job easier, while simultaneously demonstrating the educational worth of the activity. In addition, you must keep in mind the principal's concern for parents and community interest groups. Your strategies must include how you will avoid any conflict with these various factions.

Essentially, you must approach the administration with a plan that involves the totality--including help for those students who have been labeled as "administrative headaches" as well as services to help well-adjusted, conforming students develop to their fullest potential. By submitting a plan that is directed not only to "reach the unreachables" but also to help the "pro-schoolers," you are striking at the principal's most sensitive responsive needs, thus reducing opposition or resistance to the implementation of group counseling. Keep in mind also that group counseling is a very important part of the counselor's assessment instrument.

Your colleagues on the counseling staff and other school psychological personnel are intrinsic to the team and should be involved in your preliminary planning for group counseling. With unanimity among staff members, and with their interest and involvement in leading the counseling groups, you will support the need for the plan and be professional in your approach.

Your most challenging and important task is convincing and gaining the support of your teaching staff. Successful group counseling programs must receive the endorsement of the entire school teaching staff. You must have their full cooperation. Without it, there will be no schoolwide group counseling program. Without teacher support, your program's success will be dependent on your ability to set up a program around a complicated array of schedules.

You must sell your service to the faculty. Ask your principal for the opportunity during an inservice day, half day, or an entire faculty meeting. Your presentation should be dynamic and convincing.

Demonstrating what takes place in a counseling group is, perhaps, the single most important element in your presentation. It is advisable that you use faculty volunteers to participate in this demonstration. If you feel uncomfortable serving as the leader, a consultant who is an expert on group counseling may be called upon for the demonstration. End your presentation with a plea for cooperation. Moreover, urge teachers to talk about this new service in their classrooms and to refer any student who may be interested.

While parents in your school community may not represent barriers to the implementation of your group counseling, they will certainly be interested in the group counseling plan. In working with parents, treat this service as an expected part of your school responsibilities. You are the school counselor. You will be conducting counseling sessions in groups. You would like the parents to be aware of this program.

The most effective way of informing the parents about group counseling is in writing. This may be in the form of a letter, newsletter or memorandum, or whatever method used by the school to communicate with parents. It is important to devise strategies to deal with parents who call or come in and want to know what is happening in the group. It is helpful to have the parents agree on their children's participation in group counseling.

You will probably have no difficulty in selling the students on group counseling. Young people are interested in groups which provide them with opportunities to be themselves and to work on their concerns in safety. Few opportunities are provided for students to participate in a group setting free of penalties or criticism, and they generally are willing and enthusiastic to accept group counseling.

To generate awareness of the program, visit classrooms, study halls, and the cafeteria to talk about group counseling. Place at key locations an open invitation for students to sign up. Announce the counseling service over the public address system. Use fliers and posters. Also, inform local and community newspapers and community agencies of your plans to implement group counseling. It might be useful to meet with interested community persons to explain what you are attempting to do in offering group counseling.

As you begin to work on a schedule for your counseling group, construct one which will cause minimal disruptions to the normal routine. You may want to offer your counseling sessions on a rotating basis, utilizing a different time slot or day for your weekly meetings.

Examples of group counseling schedules, start-up forms, and memoranda follow.

EXAMPLE 1

MRS. WINKLER'S
GUIDANCE GROUPS--1986-87
WEDNESDAYS--ROOM 312

DATE	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	
Oct. 29	8 #1 Girls	-	8 #2 Girls	6	8 Boys	7 #1	7 #2	
Nov. 5	7 #2	8 #1 Girls	-	8 #2 Girls	6	8 Boys	7 #1	
Nov. 12	7 #1	7 #2	8 #1 Girls	-	8 #2 Girls	6	8 Boys	
Nov. 19	8 Boys	7 #1	7 #2	8 #1 Girls	-	8 #2	6	
Nov. 26	6	8 Boys	7 #1	7 #2	8 #1 Girls	-	8 #2 Girls	
Dec. 3	8 #2 Girls	6	8 Boys	7 #1	7 #2	8 #1 Girls	-	
Dec. 10	-	8 #2 Girls	6	8 Boys	7 #1	7 #2	8 #1 Girls	
Dec. 17	8 #1 Girls	-	8 #2 Girls	6	8 Boys	7 #1	7 #2	
Jan. 7	7 #2	8 #1 Girls	-	8 #2 Girls	6	8 Boys	7 #1	
Jan. 14	7 #1	7 #2	8 #1 Girls	-	8 #2 Girls	6	8 Boys	
Jan. 21	8 Boys	7 #1	7 #2	8 #1 Girls	-	8 #2 Girls	6	
Jan. 28	6	8 Boys	7 #1	7 #2	8 #1 Girls	-	8 #2 Girls	
Feb. 4	8 #2 Girls	6	8 Boys	7 #1	7 #2	8 #1 Girls	-	
	MAY BE CANCELLED DUE TO TEAMS							
Feb. 11	-	8 #2 Girls	6	8 Boys	7 #1	7 #2	8 #1 Girls	
	MAY BE CANCELLED DUE TO TEAMS							
Feb. 18	-	8 #2 Girls	6	8 Boys	7 #1	7 #2	8 #1 Girls	

Note: Students have individual permits indicating group membership. These have been laminated. Please refer to grid for specific times.

EXAMPLE 2

August 31, 1984

TO: Students

FROM: Anne Winkler, Vanguard Counselor

SUBJECT: Group Counseling

We would like to begin group counseling sessions for this year in the following way:

Groups will meet once a week for seven weeks, each time at a different period so that students will miss each class only one time.

These groups are not for therapy but are designed to promote mental health and discuss problems unique to this age group. Some typical topics are Communication (verbal vs. nonverbal), Ways of Handling Anger, Getting Along with Peers/Family, Feeling Good About Oneself, Assertiveness, Jealousy, Depression, etc.

Groups will be structured by grade level in the following ways:

ADVANCED GROUP I

REQUIREMENTS:	Previous group membership or permission from me Need (based on an interview with me) Commitment to make up work missed during group
SIZE:	Maximum 7, minimum 3
FORMAT:	Ongoing Support Group

ADVANCED GROUP II

REQUIREMENTS:	Previous group membership Commitment to make up work missed for group Interest in personal growth
SIZE:	10-12
FORMAT:	Personal Growth Activities/Discussion (Advanced Level)
LENGTH:	7 weeks (out of each class one time)

BEGINNING GROUP(S)

REQUIREMENTS:	Interest in Personal Growth Commitment to make up work missed for group
SIZE:	10-12
FORMAT:	Personal Growth Activities/Discussion
LENGTH:	7 weeks (out of each class one time)

Please think about whether or not you would be interested and, if so, which group would be appropriate for you.

Sign up in Room 216. You will be notified of when groups will begin.

GROUPS WILL MEET ON WEDNESDAYS IN ROOM E-3 (next to Science Lab).

If you have questions or need to talk about it, please see me in Room 216 or call 862-7105. I hope everyone signs up! (You'll be assigned to groups in the order in which you sign up.)

Note: If there are students interested in dealing with special subjects, such as divorce, please see me.

EXAMPLE 3

March 18, 1986

TO: Seventh/Eighth Grade Students

FROM: Anne Winkler, Counselor

Sign up for Group Sessions today in the Vanguard Office. New groups begin Wednesday, March 19, in E-3. Students will be selected on the basis of willingness to self-explore rather than to gossip. If you wish to grow personally and are willing to do the work necessary to understand yourself and to change, if necessary, then sign up.

EXAMPLE 4

Dear Parent,

Your child _____ has volunteered to be a part of my Guidance Group. This group is not designed for therapy but rather for work on understanding oneself and others and for improving self-esteem and communication skills.

Group goals are as follows:

To form a support group of peers
To reduce isolation and sense of "I am different"
To improve communication with peers and parents
To increase awareness and acceptance of individual differences/ likenesses

Students will meet one period a week, at a different period each time so that they will miss each class once in seven weeks. They are responsible for making up all work missed and must make their own arrangements with teachers to do so.

Requirements for joining Group consist of parent permission and a commitment to work toward Group goals. Students who are remaining in Group from past years will also be asked to choose specific personal goals on which to work.

Please discuss this Group together and decide whether you wish your child to participate.

If you wish further information, please call me at 862-7105.

Mrs. Anne Winkler,
M.S., M.A., L.P.C.
Vanguard Counselor
Hamilton Middle School

My child _____ has my permission to participate in Guidance Groups with Mrs. Winkler.

Date _____ _____
Parent Signature

EXAMPLE 5

GUIDANCE GROUPS EVALUATION

GRADE LEVEL___ SEX___ NUMBER OF YEARS IN GROUP _____ DATE_____

DO NOT PUT YOUR NAME ON THIS. Please answer as carefully and as honestly as you can. It is important for future guidance groups that you let me know how this group can be improved.

_____ 1. Overall, I rate my experience in group as (A) very helpful (B) somewhat helpful (C) okay (D) not helpful (E) bad.

_____ 2. As a result of group experiences my understanding of myself has (A) increased greatly (B) increased somewhat (C) not changed (D) gotten worse.

_____ 3. As a result of group experiences my understanding of others has (A) increased greatly (B) increased somewhat (C) not changed (D) gotten worse.

Please check those things that you found especially helpful and/or valuable in group. If anything was more helpful or valuable than something else, check it twice.

_____ practice in being more open

_____ dealing with emotions
- _____ accepting emotion/feelings in others
- _____ accepting emotion/feelings in self
- _____ dealing with anger

_____ understanding "where I'm coming from"

_____ relating to other group members

_____ confiding in each other

_____ sending "I" messages

_____ being positive about others (You're O.K.)

_____ being positive about self (I'm O.K.)

_____ avoiding and understanding games ("Uproar" and "Drama Triangle")

_____ feeling less "different"

_____ not relating through "put downs"

_____ making friends

_____ learning to give to others

_____ learning to ask for what I need

8H3-4.21

EXAMPLE 5 (cont'd)

_____ 4. Ms. Winkler was (A) easy to talk to (B) O.K. (C) hard to talk to (or talk in front of).

_____ 5. Ms. Winkler was (A) usually available (B) sometimes available (C) seldom available (D) usually not available when I needed to talk privately.

_____ 6. Group rules were (A) exactly right (B) too relaxed (easy) (C) O.K. (D) too strict.

_____ 7. As group leader Ms. Winkler was (A) excellent (B) satisfactory (C) O.K. (D) poor (E) lousy

Of the activities done in group, which were helpful/valuable to you? (Check.)

_____ film: Johnny Lingo
_____ film: Family Matters
_____ filmstrip: "Getting Along With Parents"
_____ filmstrip: "IALAC"
_____ filmstrip: "Fuzzies"
_____ drawing and explaining family picture
_____ drawing personal crest
_____ Naming (i.e., knowing) everyone
_____ Role playing
_____ Hot Seat
_____ The UnGame
_____ Talking about families
_____ Talking about feelings
_____ Practice in listening
_____ Emotions game (Draw a feeling card, act it out nonverbally)
_____ Learning about Body Language
_____ Anger game
_____ Talking about myself
_____ Listening to others talk themselves
_____ Sharing with others
_____ Practice in saying "mad," "glad," "sad," and "scared"
_____ Check in
_____ Asking for time

8. What was best about group?

9. What would you like to see changed?

10. Would you like to continue being a member next year? Why or why not?

11. Please add anything that you would like to say.

INITIATING GROUP ACTIVITIES

At some point in the group process, most groups utilize certain kinds of activities or "structured experiences" (Pfeiffer and Jones, 1968). The purpose of these activities may be to promote group or individual goals, to explore problem solving, or to build cohesion and trust within the group. Usually, the group leader must be responsible for initiating a group activity at the appropriate time within the group. Failure to introduce and process the activity properly may result in an ineffective and unproductive experience.

The probability of producing a successful structured group experience is increased when the leader has a definite purpose or rationale in mind when implementing the activity and when the leader demonstrates certain steps to introduce, implement, and process the activity. These steps may be described as follows:

1. Stating the problem or issue within the group.
2. Providing structure, information, and suggestions about the activity.
3. Eliciting member participation in the activity.
4. Clarifying, interpreting, and summarizing the activity.
5. Discussing the consequences of the activity.
6. Arriving at consensus about the activity.
7. Implementing action steps.

These steps are described in the following sections of the module.

Statement of Problem

The group leader is often in a position to inititate activities or experiences to help the members reach their goals. However, a sense of timing is essential in this respect. The group leader should determine if the group is ready for this experience and what the outcome of this activity will be. Also, the leader must ascertain whether or not the activity will interrupt something important now happening in the group. Answers to these questions will prevent the group leader from getting "activity conscious" and turning the group into a game session. It will also prevent using activities as a way to avoid dealing with important group feelings of boredom, lack of energy, and hostility.

Structure, Information, Suggestions

When introducing an activity, the group leader must provide structure by noting the functions and purposes of the activity. The group's involvement in the activity will be greater if members can see clearly what their participation might accomplish for them. Additionally, the group leader should provide information about the activity by explaining what it involves and what the group members will be doing. Explanation and directions should be brief and to the point to minimize the role of the leader; however, they must be clear and specific. Often the entire focus of an activity can be clouded by misunderstanding resulting from inadequate directions. To prevent this from occurring, it may be helpful for the leader to inquire, "Are there any questions concerning the activity and what you will be doing?" The group leader can gauge confusion by sensitizing himself/herself to nonverbal cues such as raised eyebrows,

looks of puzzlement, shaking the head sideways, and so forth. Finally, it may be helpful for the group leader to give suggestions on how the members might participate by saying, for example, something like: "You may find it more helpful by closing your eyes, or taking off your shoes, or not moving for a few minutes after the completion of the exercise," and so forth.

Member Participation

The group leader should ensure that every member is an equal participant and that no one is accidentally left out of any activity. However, it is necessary to stress the voluntary nature of such experiences. Usually, it is best to respect a member's wishes of not wanting to participate. Often a member may have physical limitations that prevent his/her participation in a given activity. The idea of the activity may pose a threat to a member, particularly if it calls for doing something the member is not accustomed to, such as touching. While a member should be able to refrain from participation, it is then helpful to deal with his/her feelings of threat following completion of the exercise.

Leader Clarification, Interpretation, Summarization

If the exercise involves verbal communication, the leader should clarify and interpret the verbal meanings as they occur in the experience. Furthermore, an important part of any exercise is the summarization process. After the activity has been completed, the group leader should initiate a discussion about the activity; a processing of what took place. Often it is helpful to get members to talk about the activity in the present tense as if it were happening to them all over again.

Discussion of Alternatives and Consequences

The leader's suggestion of one activity may prompt other ideas in the group. Alternative experiences should be discussed so that the group can decide on an activity which will be most beneficial to the group as a whole. Members can assume responsibility also by presenting an activity to the group. Consequences of the activity both within and outside the group can be processed following the experience.

Arrival at Consensus

Often in a discussion following an activity, there seems to be great emphasis upon group agreement; indeed some members seem to feel slighted if not every member reveals the same degree of enthusiasm for the experience. The group leader should be sensitive to group pressure and should encourage each member to express his/her opinion, even when it may differ from the majority of group members.

Implementation of Action Steps

For an activity to be most functional, its use should prompt members to a greater degree of self-exploration and self-awareness. Participation in and processing of an activity may provide impetus for reexamination of current behavior as well as the testing out of new skills. The group leader should encourage such outcomes from group activities. She/he should assist members not only in describing their feelings about the experience, but also in translating feelings to specified actions.

The ultimate aim of a structured group activity is to promote a change in behavior on the part of the group member that will enable the member to do something differently than before his/her participation in the group activity.

Reference

Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training. I, Iowa City, Iowa, University Associates, 1968.

ESTABLISHING GROUND RULES

GROUND RULES FOR THE GROUP

1. Participation is strictly voluntary. However, if you do not wish to continue participation, we expect to be notified; even if you plan only to miss a few meetings.

2. Everyone belongs here because he/she is here and for no other reason.

3. Try to be as honest as possible and express yourself as you <u>really</u> are and <u>really</u> feel. Be willing to take the risk of being open.

4. Be realistic. If you know things are a certain way, do not pretend they are not that way.

5. Value each other. Listen actively. Listen to everyone. Do not talk when someone else is talking.

6. Be sensitive to the feelings of others. (no "put downs")

7. Maintain a positive, nonjudgmental attitude.

8. Realize that we are here for meaningful conversation and to "process" problems, not necessarily to solve them.

9. New members become members because they walk in and remain. Whoever is here, belongs.

10. Decisions made by the group need everyone taking part in some way.

11. The group will discuss any topic that is seen as important to one or more of its members.

*12. Maintain <u>confidentiality</u>. No one will repeat anything said here, <u>outside</u> the group, unless it concerns only him/herself. This applies not just to the <u>obviously</u> private things, but to <u>everything</u>. If the individual concerned wants others to know something, he/she can always tell them himself/herself.

*<u>Very, very important</u>!

CIRCLE GROUND RULES

* *Bring yourself to the circle, nothing else.*
* *Everyone gets a turn to share.*
* *You may skip your turn if you wish.*
* *Everyone listens to the person who is sharing.*
* *There are no interruptions, probing, put-downs, or gossip.*
* *What is shared is <u>confidential</u>.*

Note: This is the Palomares model of "group" used by the Human Development Training Institute.

GUIDELINES FOR GROUP MEMBER BEHAVIOR

Things to do:

1. Be aware of both your feelings and thoughts.
2. Listen actively to everyone. No person's being heard should get lost.
3. Be as open and honest as you can while being sensitive to the needs of others. Be constructively open.
4. Keep your attention on the "here and now."
5. Whenever possible, make statements rather than ask questions.
6. Accept responsibility for your own learning and collaborate with others in theirs.

Things to avoid:

1. Dime-store psychology. Study the impact of behavior rather than its "cause."
2. Putting band-aids on persons who are capable of working things out themselves.
3. "Counseling" that gives nothing.
4. Requiring persons to be like you or to justify their feelings.
5. Pretending that things aren't the way they are.

Other considerations:

1. Everyone who is here belongs here just because he/she is here, and no other reason.
2. For each person what is true is determined by what is in him, what he directly feels and finds making sense in himself, and the way he lives inside himself.
3. Decisions made by the group need everyone to take part in some way.
4. What happens here is confidential to the degree that each person owns his own data.
5. Leaders have trouble following these guidelines, too.

OUR AGREEMENT

GOOD GROUP EXPERIENCES DON'T JUST HAPPEN. They are the result of the commitment and involvement of the participants. We will be spending a number of hours together. May we, therefore, ask you to read, ponder, and discuss the qualities of good group interchange listed below? And may we further ask you to adopt them in order that our time together may be fruitful, and a spirit of community and friendship may develop among us?

1. ***SHARING IS ESSENTIAL.*** Your thoughts, feelings, and experiences are the life-stuff of this group. We all need them in order that insights may be discovered, understanding deepened and growth achieved.

2. Express ***FEELINGS***, not just ideas. Feelings are the best indicator of what people value. To do this you must be in touch with your feelings. Take time to reflect on them and try to identify them clearly.

3. Expressing ***NEGATIVE FEELINGS*** can, on occasion, also be helpful. Unexpressed feelings simply set up blocks or dribble away in unproductive ways.

4. Respect, care about, ***SUPPORT EACH PERSON IN THE GROUP.*** The more confidence each feels, the more anxiety diminishes and the more deeply we can explore the topics before us.

5. ***SUPPORT NEEDS TO BE EXPRESSED.*** Don't presume that people somehow know you are feeling supportive. They won't, unless you show that you are.

6. ***PUTTING PEOPLE DOWN CLOSES THEM UP*** and is counterproductive.

7. ***POSITIVE CONFRONTATION IS ACCEPTABLE*** and needed. To confront means to present someone with a new or opposing idea for the sake of acknowledgment, agreement, contradiction, or clarification. It identifies where people stand and shows what they consider important.

8. Confront others with their unused ***STRENGTHS*** as well as their weaknesses. Confront in order to help another grow.

9. Accusations and ridicule will only engender ***HOSTILITY*** and set up blocks. Avoid them.

10. ***AVOID FORCING YOUR VIEWPOINT*** by an overbearing attitude or barrage of arguments.

11. ***OUR GROUP GOAL IS NOT WINNING BUT GROWING.*** Don't water down your positions, but do state them in a way which allows people room for maneuver and positive response.

12. Try to ***AVOID BECOMING DEFENSIVE.*** Realize you are among friends. View confrontation as in invitation to self-exploration.

13. Fruitful discussion requires ***OPENNESS TO CHANGE.***

14. ***STICK TO THE POINT.*** Don't wander.

15. ***SPEAK FOR YOURSELF.*** Avoid using "we" when you mean "I." Don't speak for the group without giving others a chance to agree or disagree.

16. ***DON'T USE "I" SUBSTITUTES*** such as "one would think" or "any rational person would agree." Take responsibility for what you say.

17. ***MOSTLY SPEAK ABOUT YOURSELF.*** Growth occurs chiefly when the group applies the topic to their own lives.

18. ***MOSTLY SPEAK TO INDIVIDUALS.*** A series of monologues to the entire group can be deadly.

19. ***HELP OTHERS EXPLORE AND DEVELOP*** the ideas and feelings they are expressing.

20. ***YOU ARE NEITHER THERAPIST NOR JUDGE.*** Your role is <u>not</u> to set other people straight nor to solve their problems, but to share, help, and encourage.

21. ***EXPRESS DISAGREEMENT AS YOUR IDEA*** not as absolute truth. Find common ground and areas of agreement before setting forth points of difference.

22. ***SAY IT IN THE GROUP.*** The things you say to your friends about the group before, after, or between meetings are often the very things which should be said in the group. There should be only one conversation at a time going on in the group.

23. ***MAKE THE MEETINGS.*** If one person misses a meeting, the dynamics of the group change. And it often happens that the one who was absent cannot be brought up to date because he/she did not experience what really happened. The group needs to have you present.

24. ***ENJOY YOURSELVES.*** Life is too short to spend time doing things you don't like. Help others enjoy themselves by warmth, friendship, and caring.

STRUCTURED ACTIVITIES

SUBJECT: ICE-BREAKERS AND GAMES

CATEGORY: GET-ACQUAINTED ACTIVITIES

OBJECTIVE(S):
1. To get to know the names of group members
2. To become better acquainted
3. To point out similarities among group members

TIME: One or two class periods

MATERIALS: Paper, pens or makers, ball of yarn
Handouts: "Get the Signature of..."
"Who In Here Is...?"
"Getting to know Our Families"

ACTIVITIES:

1. Name Game:
Stand in a circle. Toss an eraser (ball, etc.) as you say a name. Student names someone else as he tosses to new person. Practice saying everyone's name in the circle.

2. Groups of Two:
Students interview each other for five minutes and then introduce each other to the group.

3. Alike-Unlike Game:
Students may ask one question of each group member. Then, make the statement: "I am like _____ because...." or "I am unlike _____ because.." (Statements must be positive.) After everyone has had a chance to be "like" or "unlike" everyone else in the group, summarize: "We are all alike because..." Give each person a chance to complete the statement. Accept only positive answers.

4. Family Pictures:
Instruct students to "Draw a picture of your family. Include everyone (even pets) in your house. Include everyone who doesn't live with you but who is very important to you." Share the pictu with the group. Point out similarities: "Mary and Joe are both only children, etc."

5. Hello Game:
Divide group into two lines facing each other. Students walk forward until comfortable facing another group member. Students say, "Hello, my name is ... and I would like to be your friend." Other student says, "Hello, my name is ... and I would like to be your friend." Each student responds, "Hello, Friend ..." (Note: Students should establish eye contact while talking. They may also shake hands if they wish.) Students in line one then shift one person to the right and repeat the process until everyone has said "Hello" to everyone else. Then the group as a whole holds hands and says, "Hello, new friends." Counselor may then wish to lead group discussion about what students expect of others as friends, of themselves as friends.

6. Yarn Game:
Do Activity 1 with a ball of yarn. One person catches the yarn, wraps it around himself/herself and tosses the ball to another as he/she says the other's name. Ultimately, everyone is encircled. Talk about how it feels to be "tied" together. Unwind by tossing ball in reverse, saying "Hello, Friend...."

GETTING ACQUAINTED

Get the signature of...

1. a blonde _____
2. a person who wears glasses _____
3. someone in blue jeans _____
4. someone wearing tennis shoes _____
5. someone with pierced ears _____
6. a left-handed person _____
7. someone who can turn cartwheels _____
8. someone who lives in an apartment _____
9. someone who plays Little League/Dad's club
   baseball _____
   softball _____
10. someone who can roller skate _____
11. someone with two pencils _____
12. someone wearing a blue shirt _____
13. someone who can draw _____
14. someone who speaks Spanish _____
15. someone who speaks another language (other than Spanish) _____
16. someone chewing gum _____
17. someone with two dogs _____
18. someone who can cook _____
19. a girl _____
20. a boy _____
21. someone who can twirl a baton _____
22. someone who plays the piano _____
23. someone with a brother who is a brat _____
24. someone with a sister who is a brat _____
25. someone taking band _____

GETTING ACQUAINTED

Who in here is ...?

1. the friendliest _____, the most "easy going" _____
2. the tallest _____ the most "up-tight" _____
3. the one with the curliest hair _____
4. the most athletic boy _____, the most athletic girl _____
5. the one with the most freckles _____
6. the shortest _____, the most "together" _____
7. the most cuddly _____
8. the most compassionate _____
9. the bossiest _____, the most aggressive _____
10. the easiest to get angry _____
11. the nosiest _____, the most understanding _____
12. the noisiest _____ (makes most noise)
13. the happiest _____
14. the saddest _____ (most sad)
15. the most outgoing _____
16. the hardest to get to know _____
17. the smartest _____
18. the most changed since last year _____
19. the most mature _____
20. the most immature _____
21. Who would you most like to be like in the group? _____
22. Who do you most admire in this group? _____ Why? _____

_____ _____

_____

GETTING ACQUAINTED

GETTING TO KNOW YOUR FAMILIES

Instructions: No one can sign your sheet on more than one line.

Get a signature of someone who...

lives with one parent _____

has a grandparent living with them _____

has a mother with blonde hair _____

has a father who is an electrician _____

has a married sister _____

has one brother _____

has a brother or sister under one year old _____

has a parent with a roommate _____

has a stepfather _____

has a stepmother _____

fixed his own breakfast this morning _____

has parents who both work _____

goes to a day care center after school _____

has a babysitter after school _____

has four members in his family _____

has three brothers and sisters _____

shares a room with someone _____

has a room by himself/herself _____

stays alone after school _____

has a dad who does the dishes at night _____

has an aunt or uncle living with them _____

has a mother who works on the car _____

has a father who works in an office _____

SUBJECT: SELF-AWARENESS

CATEGORY: ANGER

OBJECTIVE(S):
1. To explore students' characteristic ways of defending themselves
2. To examine two destructive methods of reacting to "being fussed at"--fight or flight--and one constructive method of responding--active listening

TIME: One class period

MATERIALS: Chalk and chalkboard

ACTIVITIES:

1. Ask: "Has anyone ever 'fussed at' you? How did you react?"

2. Write on chalkboard: ***FIGHT or FLIGHT.*** Explain that this is nature's way of dealing with an attack...either by fighting back or by leaving. People respond in the same ways when they feel attacked: they fight back (by arguing or by hitting) or they withdraw (physically or emotionally).

   - Typical attack poses: hands on hips, leaning forward, shaking of finger, angry expression, yelling, arguing
   - Typical withdrawal poses: looking or turning away, rolling eyes, heavy sighing, bored look, folded arms, tapping foot
   - Excuse-making is a combination of withdrawal and fighting back

3. Select students to role-play these situations:

   - Mother fussing at child over a low grade
   - Parent fussing because chores have not been done

   Have the audience note the body language of the participants. Discuss students' characteristic ways of responding to the situations. Ask students who were participants in the role-play situations to describe their feelings during the play.

4. Explain that the concept of *Active Listening* gives the message, "I hear/understand you, your feelings" through the following:

   - Reflecting (repeating) the ***FEELING:*** *"you feel very angry..."*
   - Reflecting ***WHAT WAS SAID:*** *"...because of my low grades."*

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5. Replay the earlier roles, using *Active Listening* this time. Examine and discuss the differences in build-up of hurt feelings, anger, etc.

WRAP UP: What have you learned today?

ASSIGNMENT: Try at least once in the next week to use *Active Listening*. Notice the results so you can tell the group next week.

SUBJECT: SENTENCE-COMPLETION ACTIVITY

CATEGORY: COMMUNICATION

OBJECTIVE(S):
1. To draw out feelings
2. To isolate the dynamics of a problem
3. To enhance self-awareness, self-expression, and self-acceptance

TIME: One class period

MATERIALS: None

ACTIVITIES:

1. Explain that trust and rapport are important since it is sometimes difficult for some people to face their own feelings, needs, and thoughts--either because of fear of how other people will react or because of fear of hearing themselves. It is, therefore, important to create a climate of acceptance so that the individual may better share feelings, thoughts, hurts, complaints without the fear of condemnation, attack, lecture, or withdrawal.

2. Have partners sit facing each other. One person listens attentively while the other does a string of 10 to 15 sentence stems. The first individual is asked to repeat the sentence stem and completion as rapidly as possible with whatever comes to mind. Spontaniety and freedom to say whatever comes to mind are important. If the individual feels stuck or has nothing to say, ask him/her to invent. It is important to keep the momentum going.

   . Examples of Sentence Stems

   Communication

   Communication to me means_____
   The hard thing about intimate communication is_____
   Sometimes I withdraw from communication when_____

   Self-Disclosure

   I am a person who_____
   One of the things I'd like people to know about me is_____
   When I try to talk about things important to me_____
   If I were more open about expressing my feelings and opinions_____
   When people try to talk intimately with me, sometimes I_____

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Exploring Obstacles to Communication

If I weren't concerned about the listener's response_____
Sometimes I become blocked when_____
One of the ways I sometimes make it difficult for people to talk to me_____
I am beginning to suspect_____

Hurt

Sometimes I feel hurt when_____
Sometimes when I am hurt, I_____
One of the ways I sometimes hide my hurt is_____
One of the ways my hurt comes out is_____
If I ever fully admitted when I feel hurt_____
A better way to deal with my hurt might be_____

Fear

Sometimes I feel afraid when_____
Sometimes when I am afraid, I_____
One the ways I sometimes hide my fear is_____
One of the ways my fear comes out is_____
If I ever fully admitted when I feel afraid_____
A better way to deal with my fear might be_____

Feeling Threatened

Sometimes I feel threatened when_____
Sometimes when I feel threatened, I_____
If I were to look carefully at the things that threaten me_____

Anger

Sometimes I feel angry when_____
Sometimes when I am angry, I_____
One of the ways I hide my anger is_____
One of the ways my anger comes out is_____
If I ever fully admitted when I feel angry_____

Happiness

Sometimes I feel happy when_____
Sometimes when I am happy_____
One of the ways I sometimes hide my happiness is_____
One of the ways my happiness comes out is_____
If I ever fully admitted when I feel happy_____
A better way to deal with my happiness might be_____

Allowing Others To See Who I Am

If I were willing to be vulnerable_____
One of the things I wish people (you, my partner) knew about me is_____
If the child in me could speak, he/she might say_____
If I could be sure no one would hurt me_____
If I could be sure no one would laugh at me_____
If I could admit how lonely I sometimes feel_____

Appreciation and Understanding

One of the things I would like to be valued and appreciated for is_____
One of the things I wish my partner (friend, family) understood about me is_____
One of the things I appreciate about my partner (friend, family) is_____
One of the qualities that first attracted me to my partner (friend, family) was_____
I feel especially happy with my partner (friend, family) when_____
If I were to communicate all of this to my partner (friend(s), family)_____
I am becoming aware_____

Additionals

One of the things I appreciate about you_____
As I sit here listening to you_____
One of the things I would like you to value and appreciate about me is_____
One of the things I wish you better understood about me is_____
I am becoming aware_____
Right now it seems obvious_____

3. Reverse the process so that the person who was listening begins engaging in the sentence completion task. (If one member of the dyad is the counselor, the process does not have to be reversed. The counselor is merely assisting the student in getting in touch with his/her feelings, attitudes, etc.)

Material taken from:

Branden, Nathaniel, If You Could Hear What I Cannot Say. New York: Bantam Books, 1983

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SUBJECT: THE GIFT OF HAPPINESS: EXPERIENCING POSITIVE FEEDBACK

CATEGORY: COMMUNICATION

OBJECTIVE(S):
1. To promote a climate of trust, self-worth, and positive reinforcement within a small group
2. To experience giving and receiving positive feedback in a nonthreatening way

TIME: Sixty to ninety minutes (5 minutes per participant; 30 minutes for processing)

MATERIALS: Pencils and paper, tables, desks, or lapboards.

ACTIVITIES:

1. Distribute pencils and paper. Each participant receives enough paper to write a message to each member of the group.

2. Make a statement such as the following: "It is often possible to enjoy a small gift more than a large one. Yet we sometimes become so concerned about not being able to do great things for each other that we neglect to do the little things that can also be very meaningful. In the following experience, we will all be giving a small gift of happiness to each person in the group."

3. Invite each participant to write on a slip of paper a message to each member of the group. The messages are intended to make that person feel positive about himself.

4. Recommend several possible approaches to giving positive feedback so that participants can find appropriate means of expression even for individuals whom they do not know well or do not feel close to. Tell the participants to:

   - Try to be specific: say, "I like the way you smile at everyone when you arrive," rather than, "I like your attitude."
   - Write a special message to fit each person rather than a comment that could apply to several persons.
   - Include every participant, even if you are not too well-acquainted with him/her. Choose whatever it is about the person that you respond to most positively.
   - Try telling each person what you have observed as his/her real strength or notable success in the group.

- Make your message personal: use the other person's name, state your message in the first person, and use such terms as "I like" or "I feel."

- Tell each person what it is about him that makes you a little happier. (The counselor may wish to distribute or post such guidelines.)

5. Encourage participants to sign their messages, but give them the option to leave them unsigned.

6. Ask the participants to fold each message once and place the name of the recipient on the outside. Ask them to distribute their messages to a place designated by each participant as his "mailbox."

7. Invite participants to share the feedback that was most meaningful to them, to clarify any ambiguous messages, and to express the feelings they have experienced during the process.

Variations:

1. Participants may be permitted to send messages only to those persons toward whom they have significant positive feelings.

2. The content can be changed to negative feedback. One alternative is to have two phases, one positive and the other negative. The order of the phases can be reversed.

3. The process can be generalized to include almost any content. Examples: "What I can't say to you is..." "You are the (superlative adjective) person in this group." "I want you to..." "I rank you_____ in closeness to me in this group because..."

Material taken from:

Pfeiffer, J. W. & Jones, J. E., Handbook of Structured Experiences for Human Relations Training. University Associates Publishers, Vol. 4, 1973.

SUBJECT: SELF-AWARENESS/SELF-ESTEEM

CATEGORY: COMMUNICATION

OBJECTIVE(S):
1. To define nonverbal communication
2. To identify nonverbal messages in the behavior of others and in ourselves

TIME: One class period

MATERIALS: "Situations for Nonverbal Messages," DIRECTIONS, Grade 7, page c1. (handout on next page)

ACTIVITIES:

1. Discuss communication

   . What is communication? (the giving and receiving of messages)

   . How do we communicate? (with words, expression, body language, tone of voice, use of space)

2. Divide students into two lines facing one another. Tell them to walk toward the person opposite them "until you feel in comfortable talking range." Note the following:

   . "Comfort bubble" around different groups of students--friends are more comfortable standing close than are acquaintances; boys and girls usually stand farther apart than do two people of the same sex.

   . Protective body language--arm or leg crossing, turning aside, etc.

   Try several different combinations: have students keep their hands at their sides/fold arms, establish eye contact/avoid eye contact, step forward into the "comfort bubble," etc. Discuss the feelings generated.

3. Use "feelings" cards. Draw a card and portray the feeling without using words. Others guess what the feeling is. Examples: joy, despair, pride, anger, happiness, satisfaction, fear, etc.

4. Use "Situations for Nonverbal Messages" (from DIRECTIONS, Grade 7, page c1.)

HANDOUT

SITUATIONS FOR NONVERBAL MESSAGES

1. Ms. Ford, the English teacher, is sitting at her desk as her class enters the room. She watches one particular student silently. What message might she be sending?

2. Mrs. Thompson is working in the kitchen when she sees her husband walking slowly up the driveway. What different messages might Mr. Thompson convey by his body movement and facial expression?

3. Cindy Sue is seven years old. She is sitting at the dinner table. Her mother brings her a plate of food and sets it on the table in front of her. What nonverbal messages might Cindy Sue send her mother?

4. The mailman delivers mail to Mr. Stevens' house. This afternoon Mr. Stevens is waiting for him at the door. He takes the mail, goes back in the house, and closes the door. What different interpretations could be put on Mr. Stevens' actions?

5. Mother walks into Tom's room where he is sitting on the floor, his stamp collection and albums spread out all around him. She stands there a few minutes looking at Tom and at the room in general. What message might she be sending?

6. Billy is new in school. He is sitting in math class looking around at all the other students when his eyes meet Jane's. They continue looking at each other a few seconds. What messages might be passing between them?

7. Carlos is walking down the hall at school. Laura, who is a friend of his, comes walking toward him from the opposite direction. She looks at him, then turns and walks in the opposite direction. What message might Laura be giving Carlos?

8. Jimmy and Juan are standing by a window in the hall. They are talking. Teresa walks past them three times. Is it possible Teresa is trying to communicate with them? If so, what might she be communicating?

9. Greta works in a large office. She is sitting in the lounge drinking coffee when the big boss walks in, looks around the room, turns around and walks out. What messages might the boss be sending Greta? What might Greta try to communicate to the boss?

DIRECTIONS: Plan two pantomimes for two different situations. In each situation, try to convey two entirely different messages. When you present you pantomimes, the class will try to interpret the messages.

SUBJECT: COMMUNICATION ACTIVITIES

CATEGORY: COMMUNICATION

OBJECTIVE(S):
1. To identify negative and positive body language
2. To practice Active Listening

TIME: One class period

MATERIALS: None

ACTIVITIES: ***NONVERBAL***

1. Practice eye contact:
   Students select a person opposite to look at for two minutes. Time.

   Discuss:
   Was this difficult?
   Was it easier with your hand in front of your face?
   Try again with another partner.
   Is it easier?

2. Use body language:
   One student tries nonverbally to get another student's attention; to act friendly; to indicate anger; to persuade someone to open the door; to act uninterested; to act bored with another's conversation.

   Discuss:
   Point out positive body language:
   leaning forward looking interested
   eye contact
   open posture

   Point out negative body language:
   leaning back
   looking away from speaker
   closed posture
   bored expression

VERBAL

3. Divide group into smaller groups of three. One person in the group is to act as speaker; one is listener with the task of keeping the speaker talking; one is observer.

   Explain that open-ended statements help conversation, as does *Active Listening* (explain), positive body language, and eye contact. Observer is to say nothing but look

for these characteristics in the listener. Each group is timed for five minutes. Speaker is given a topic (school, TV programs, family, etc.) It is the task of the listener to keep the speaker talking during this time. At the end of the time period, observer comments on how well or poorly the task was completed. Then each person takes another role and the activity continues.

Process: Note that it is harder to be a good listener than a speaker. But a good listener is usually perceived by others as friendly and concerned. He/she usually finds it easy to make friends, especially if his listening is backed by genuine interest in the other person.

SUBJECT: GAMES AND ACTIVITIES

CATEGORY: COMMUNICATION

OBJECTIVES:
1. To become better acquainted
2. To practice communication skills

TIME: Varies with activity chosen

MATERIALS: Index cards and box (for Activity 1).
Partition and colored Tinker Toys on paper (for Activity 2).
Puzzle (15-25 pieces) and envelopes (for Activity 3)....

ACTIVITIES:

1. MAGIC BOX

Each group pretends a magic box has been delivered and contains any one thing each student wants. Each student writes his/her wish on an index card, and one person from the group collects the cards and reads them one at a time. The people in the group try to guess who wrote each wish.

2. ONE-WAY COMMUNICATION

There is a partition between two people. Let one person build and describe a structure, and have the other person listen and duplicate the structure with identical pieces of colored Tinker Toys. The listener may not ask questions. After the two people are finished, discuss the success or failure of their one-way communication.

3. PUZZLED?

Separate the puzzle and place a few pieces in different envelopes. Remain quiet as you hand each person an envelope. Give no instructions or guidelines for the activity. Gradually, the students will interact and complete the puzzle.

Post-Activity Discussion: Leaders and followers (those who immediately became involved and those who were reluctant), cooperation, feelings of belonging and/or not being needed. What made you become involved? Why were you reluctant? How did you feel finishing first? Finishing last? (...if there was more than one puzzle?)

SUBJECT: GAME OF FIRST IMPRESSIONS

CATEGORY: COMMUNICATION

OBJECTIVES:
1. To practice communicating nonverbally
2. To become better acquainted with group members

TIME: 20-30 minutes

MATERIALS: Paper and pencils
Chalkboard or poster for listing questions below

ACTIVITIES:
1. Have students select partners using eye contact and gestures only.

2. Hand one student in each dyad a pencil and a piece of paper numbered from 1-10.

3. Instruct the students to write down answers to the following questions about their partners. Absolute silence is a must!

   a. What is your partner's favorite TV show?
   b. What is your partner's favorite food?
   c. What is your partner's favorite color?
   d. What is your partner's favorite sport?
   e. Is your partner a saver or a spender?
   f. If your partner could purchase any car, what choice would he/she make?
   g. Does you partner still believe in Santa?
   h. Where was your partner born? (state)
   i. How does you partner handle anger?
   j. What is your partner's favorite season?

4. Allow five minutes for partners to compare and see how many impressions were correct.

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GUIDED IMAGERY

Imagination has been called *"THE EYE OF GOD"* and the very life breath of children. Too often adult skepticism has intervened with a child's inquisitive spirit. For example, we see a child daydreaming and our quick adult response may be, "Don't just sit there daydreaming," or "Stop wasting time and do something productive."

Guided imagery or directed imagery is used by contemporary psychotherapists and counselors and is recognized as being an ancient means of mental development. Inspired by Carl Jung, it is widely acclaimed by Jungian analysts and is also known as a directed daydream technique.

In guided imagery, the counselor suggests the key features of a visual fantasy, while the counselor fills in details in his/her imagination. The counselee is allowed control of the imagery as the counselor pauses at appropriate places to allow the imagery to take place. He/she then continues to guide the process. At the conclusion of the guided imagery, the counselor brings the group back to reality. This technique involves an intellectual ability which can be improved with practice.

In planning a session for guided imagery, the counselor may want to consider three parts. The first part of the session would be the preparation for the fantasy. The second part would be the fantasy itself. Last would be the processing of the journey.

PREPARATION FOR GUIDED IMAGERY

The participants will have a more beneficial experience in their guided imagery journey if they feel relaxed and balanced before their journey. This can be accomplished by having them go through a very brief relaxation or breathing exercise.

Ideally, the group should be in a circle, sitting on the floor, hands in a meditative position, palms up and eyes closed. Lights may be off although total darkness is not necessary. As the counselor leads the group through relaxation, the voice should be softer than usual. With experience, the counselor will realize the importance of voice tone and the relevance of "pregnant" pauses.

If the group is new to the experience of visual imagery, the fantasies might be short until the group is comfortable with the experience.

PROCESSING THE EXPERIENCE

Once the counselor has brought the group back to reality from the fantasy, the group needs a few minutes to adapt to the present moment. Feelings, emotions, thoughts, memories may have been evoked by the experience. Some group members may want to cope with the feelings and emotions on their own. However, some members will want to share and need to process their experience with the group. The counselor will be observing during this processing time to see if this was an intense experience for any member(s) of the group. If so, these participants will need time after the group session for personal processing with the counselor.

BENEFITS OF GUIDED IMAGERY

- Nurtures fantasy, creativity
- Provides practice in a mental skill
- Helps distinguish fantasy from reality
- Enhances a belief in own effectiveness
- Encourages independence and flexibility of thought
- Frees participant to voice fears, difficulities
- Opens up closed territory in mind
- Aids in problem solving
- Enhances self-concept
- Frees participant to experience success in situations
- Provides practice in solving conflicts and confronting unpleasant situations

SUBJECT: SAMPLE SCRIPTS FOR GUIDED IMAGERY

CATEGORY: GUIDED IMAGERY

OBJECTIVES: 1. To nurture creativity
2. To encourage flexibility of thought

TIME: One or more guidance periods or use one activity to close another type of session.

MATERIALS: None.

ACTIVITIES: 1. FLOWER IN GARDEN

"Now, I would like for you to imagine the most beautiful country garden...the surrounding countryside is a serene, quiet scene...There is a winding path to a backyard flower garden...By a brook...Look at all the colorful flowers... daffodils...lilies...baby's breath...What other flowers do you see?...Smell the fragrant air...How would you describe it?...Now imagine that you are a flower in this garden... what kind flower are you?...What color are you?...What is your fragrance like?...Who is your friend?...in this garden?...Who cares for you?...What is your favorite season of the year?...Why?...Have a conversation with an animal who has come into your garden ...Carry on a dialogue...And now...Prepare to slowly return to this room...When you are ready...You may open your eyes..."

2. SPACESHIP JOURNEY

"Imagine you are going on a brief space journey around the planet...Besides the minimum of essentials such as food, water...you are allowed a shoe box in which you may carry three objects which you feel you will need on this journey...What have you selected?...

Imagine now that you are boarding the spaceship...You are now in place, ready for the lift off...The countdown begins...10-9-8-7-6-5-4-3-2-1...We have lift off...Up... up...up...You are now able to view the planet earth...What does it look like?...How do you feel as you go farther and farther away?...You begin to circle the earth...You can see the oceans and the continents...How does it feel to be so far away?...

How do you feel when you are on the light side of the earth?...How do you feel as you go into darkness...into night?...How do you feel as you approach sunrise?...

You continue to circle the earth...What do you do with the objects you brought in the shoe box?...What purpose did they serve?...

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Now it is time to journey back toward your planet...The spaceship begins the journey home...What did you learn in this journey?...Prepare to return 10-9-8-7-you are almost home-6-5-4-3-2- and 1...

When you are ready, you may open your eyes...You are safe at home..."

3. TREE FANTASY

"I would like for you to imagine that you are a tree in the forest...Become that tree...Visualize your surroundings...What kind of tree are you?...What kind of a trunk do you have?...Visualize your branches...What kind of branches are they?...Look at the leaves on your branches...What shape?...What colors?...

How do you feel being a tree in this forest?...What do you see from where you are?...What do you hear?...What is the best thing about being a tree?...

And now you must say goodbye to the forest...And the tree...When you are ready...You may open your eyes... Return to this room..."

4. MOUNTAIN HIKE

"Imagine you are going for a hike up a mountain...As you start the hike, you choose a path to walk up...It's a winding path...As you begin up...Listen to the noises of nature...What do you hear?...Take a deep breath of that refreshing evergreen scent...Continue up the winding path...Now find a place where you will stop to take a rest...Think of the many good things in your life...Think of someone who loves you very much...

Now you are ready to continue...You walk up, up, up...You will soon be at the top...You brush aside plants which almost cover the path...Take deep breaths of the fresh mountain air...A few more steps and you will reach the top...

You have now finally reached the top of the mountain...You cannot believe your eyes at what you find there...It fills you with such joy and wonder...It has a message for you... What is that message?...

Now you must say goodbye...You make your way down the path...Content...at peace...refreshed...glad to be you... glad to be alive...

And now you may come back to this room...When you are ready...You may open your eyes..."

SUBJECT: EXAMPLES OF GROUP RITUALS

CATEGORY: GROUP RITUALS

OBJECTIVES:
1. To notify group members that the group is "in session"
2. To focus the group's attention
3. To remind the members about group policy

TIME: Five minutes

MATERIALS: None

ACTIVITIES: BEGINNING RITUALS

1. Say, "Take three deep breaths; get in touch with "here-and-now feelings." Each member of the group then describes how he/she feels right now and has the opportunity to "ask for time" (to discuss an issue or problem with the group). This is called "check-in."

2. Have group members sit with both feet on the floor and hands comfortably in their laps. They breathe in through the nose (while raising arms over the head), out through the mouth (while dropping arms) three times. On the third breath they tighten all muscles ("clench your fists, curl your toes under, frown--hold for a count of 5, then relax, drop your hands toward the floor, and let all that tension drip onto the floor.") Group members grasp hands and say together: "Let the group begin."

ENDING RITUALS

1. Have students stand in a circle with arms around each other's shoulders or waists. As everyone steps forward all are involved in one big hug. (Note: Some boys are very bothered by even this much body contact. Make participation optional.)

2. Summarize: Everyone in the circle completes this statement, "Today I learned..."

3. Have everyone grasp hands and say together, "What is said in the group stays in the group. Let the group end."

4. Ask the group to originate a way of ending that is positive and leaves everyone with a commitment to work on his or her personal contract. Example: "This week I can: do all my homework, control my temper, get along with my mother, be at school every day. I can and I <u>will</u>!"

5. If group has responded positively to IALAC film, "We are loveable and capable and this week we will act that way!"

6. Group cheer: (works well with all-boy groups) Everyone slaps hands in the center of the circle and says, "Yea for us" or "We are the best" or whatever group decides to say.

SUBJECT: DESTRUCTIVE ROLES

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVES:
1. To identify the Kartman Drama Triangle
2. To practice identifying students' own behavior and the behavior of others in terms of the Kartman Triangle
3. To become familiar with the terms *rescuer, persecutor, victim*

TIME: One class period

MATERIALS: One large bow (if counselor performs all roles) or three large bows
Poster board signs reading: Curtain 2, Act I, Act II, and Act III
Script: ***"LIFE: A Melodrama"***

ACTIVITIES:

1. *Assign parts to students, allow practice time, and present play. Counselor may play all roles, moving bow from hair (heroine) to upper lip (villain) to shirt (hero) and doing sound effects.*

2. Ask: Did you notice anything unusual about the people in this play? (They did the same thing over and over again.) Which role did each character play? (Elicit: *hero, heroine, villain*) Discuss: These are the traditional parts in old-fashioned plays called melodramas. But many cartoons today are designed the same way. Talk about the "Mighty Mouse" cartoons where the girl mouse is forever being kidnapped by the evil cat and must be rescued by Mighty Mouse. Point out that a better name for these roles would be *rescuer, persecutor, and victim*. (Point out differences in real life: Do you think Mighty Mouse ever gets tired of rescuing that girl mouse? Do you think he ever wishes she'd quit screeching and just take care of herself? How do you think the girl feels about having to depend on someone else to save her?

3. Introduce the elements of the ***KARTMAN DRAMA TRIANGLE: VICTIM, RESCUER, PERSECUTOR.*** Ask: Do you know anyone in real life who acts like one of these roles? (Class bully picks on someone smaller, another student stops him, etc.)

HOMEWORK: Pay attention to behaviors around you. Bring examples of people acting one of these roles in your family, at school, on the playground.

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SCRIPT

LIFE: A MELODRAMA

CHARACTERS: Two curtains; three acts; one curtain puller; hero; villain, heroine

ACT 1

Two students holding "Curtain" signs stand together facing audience. Student holding "Act 1" sign walks out and says, 'Life: A Melodrama.' The play begins... (The "curtains" move apart as curtain puller mimics the action of pulling them, saying: "Squeak! Squeak! Squeak!" Behind the curtains stands the *Heroine* (wearing hair bow). She stands coyly, batting her eyes and saying, "But I can't pay the rent!" *Villain* (holding large bow across upper lip to mimic mustache glares and snarls, "But you MUST pay the rent!" (*Villain and Herione* repeat their lines two more times.) Curtains close: "Squeak! Squeak! Squeak!"

ACT 2

Student wearing "Act 2" sign enters and says, "The plot thickens! The play continues!"

CURTAINS OPEN: "Squeak! Squeak! Squeak!"

HEROINE (piteously): "But I can't pay the rent!"

VILLAIN (fiendishly): "But you MUST pay the rent!"
(Repeat two times more)

CURTAINS CLOSE: "Squeak! Squeak! Squeak!"

ACT 3

Student with "Act 3" sign enters: "Oh, what will become of our poor heroine? Can anyone save her? The play continues!"

CURTAINS OPEN: "Squeak! Squeak! Squeak!"

HEROINE (on her knees, pleading): "But I can't pay the rent!"

VILLAIN (threatening): "But you MUST pay the rent!"
(Repeat two times)

HERO (wearing bow tie) strides in dramatically: "Then I'll pay the rent!"

HEROINE: (clasping hands to her breast and batting eyelashes): "My hero!"

VILLAIN (twirling mustache as he slinks away): "Curses! Foiled again!"

CURTAINS CLOSE: "Squeak! Squeak! Squeak!"

SUBJECT: DESTRUCTIVE ROLES, NO. 2

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVES:
1. To review the Kartman Drama Triangle, searching for examples from students' own lives, and practicing applying the terms *victim, persecutor, and rescuer*
2. To examine destructive aspects of roles

TIME: One class period

MATERIALS: Chalk and chalkboard, OR
Poster exhibiting Kartman Drama Triangle

ACTIVITIES:
1. Review Drama Triangle and elicit examples assigned as homework, using terms *victim, persecutor, and rescuer*.

2. Review the Mighty Mouse example, discussing how characters can move from role to role depending on perception: Mighty Mouse, usually the *rescuer*, may feel himself to be the *victim* because he is taken advantage of by the girl mouse; the girl mouse sees herself as *victim*, but can also be seen as *persecutor* of Mighty Mouse because he always has to save her; when the cat is being beaten on by Mighty Mouse, he (the cat) moves from *persecutor* to victim.

   Illustrate by moving characters around on the Drama Triangle: Mighty Mouse moves from *rescuer* to *victim* to *persecutor*. As he moves, others move (girl mouse to *persecutor* or cat to *victim*.)

3. Discuss how real people behave in much more complex ways. They may assume these or other roles. But there are some people who feel that these are the only roles they can play.

   Example: School bully--feels powerful only when bossing others around but can be easily routed by a stronger person ("rescuer") because inside he really feels like a victim.

   Example: Little sister hits brother and runs; brother hits back; sister screams to mother. Mother seeing son (persecutor) "mistreating" small sister (victim), rushes to protect (rescue) her.

   Talk about: What is really happening here? (Draw a triangle on the board to illustrate.)

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SUBJECT: DESTRUCTIVE GAMES

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVES:
1. To define "game" in the sense of destructive, non-direct communication with a "pay-off" of bad feelings
2. To begin to identify some characteristic games such as "Uproar," "Let's You and Him Fight," and "Yes, But..."

TIME: One class period (or several periods if additional "games" are explored)

MATERIALS: None

ACTIVITIES:
1. Define "games" or "game playing" or someone who "plays games": Destructive, nonhonest ways of relating to others in order to "win." They're games in the sense of having rules and competition and winners and losers. They're destructive because someone ends up with bad feelings (the loser) and the winner ends up feeling powerful because he/she has tricked someone. Point out that some people are not aware that they play games.

2. Role-Play: Girl 1 tells Girl 2 that Girl 3 "is talking about you." Girl 2 reacts with anger which Girl 1 repeats to Girl 3. Eventually Girls 2 and 3 are in an angry fight while Girl 1 stands back with a smile on her face. ("Let's You and Him Fight.") Process on Kartman Drama Triangle or by discussing: what actually happened here?

3. Role-Play: Student A describes a problem with her mother. To every suggestion from the group about how to deal with her mother Student A says: "Yes, but...I've tried that" or "It won't work," etc. When eventually the group runs out of suggestions, Student A has won the "Yes, But..." game.

4. Role-Play: Students enter group without knowing what to do. What happens? (They wrestle, run around, talk loudly.) Why? (It fills up unstructured time, makes counselor angry, maybe even makes him/her feel helpless; lets students feel more comfortable because time seems like recess.) The game is "Uproar."

SUBJECT: POSITIVE REGARD

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVES:
1. To experience getting and giving messages of personal warmth
2. To evaluate other group members in a positive way

TIME: One class period

MATERIALS:
Chalk (enough for all students) and chalkboard OR
Paper, writing instruments and tape
List of descriptive terms

ACTIVITIES:

1. Have each student mark off a space on the board with his/her name on it or tape a blank sheet of paper on his/her back. Other students use descriptive terms to write a set of characteristics under students' names (on the board) or on sheets taped to their backs.

   Process: Each student reads aloud his list and agrees or disagrees with each characteristic.

   SAMPLE DESCRIPTIVE TERMS:

articulate	self-directed	strong
neat	amusing	supportive
joyful	perceptive	brave
graceful	warm	thoughtful
optimistic	bright	considerate
friendly	confident	

2. Form a Positive Regard Circle: Ask for a volunteer to sit in the middle with head in hands (or on desk, preferably). Turn out lights. Other students without identifying themselves say nice things about center student.

   Process: How did it feel? Did you find yourself believing the messages or arguing with them? If you argued, would you have accepted negative remarks more easily?

   If time permits, try to give all students a chance to be in the circle (be aware that some students may not be able to do this activity).

HOMEWORK: Each morning, look into the mirror and say one nice thing about yourself. Believe it.

Suggestion: I am a nice person
I look nice today.
My hair, (eyes, smile, etc.) is pretty or handsome.
I am loving and capable.

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SUBJECT: FEELINGS GAME

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVES:
1. To understand what feelings (emotions) are and how they are portrayed
2. To begin to understand that feelings are okay

TIME: One guidance session

MATERIALS: Set of "feelings cards" (counselor-made)

ACTIVITIES:
1. Make a set of feeling cards from 3 x 5 cards. Write one feeling on each card:

afraid	feel left out
aggressive	scared
feel like a winner	nervous
feel like a "nothing"	feel like a loser
feel self-confident	bored
sad	mad
angry	want to fight
proud	lonely
serious	worried
thoughtful	feel sick (physically)
dismayed	embarrassed

2. Ask: "What is a feeling? emotion?" Discuss.

3. Brainstorm: Name as many feelings as you can. (Accept all suggestions.)

4. Ask: "How do we know what others are feeling?" Discuss: body language, expression, words, tone.

5. Play Feelings Game: Each student chooses a card which names a feeling and uses Charades to portray it. Other students guess the feeling. Student who guesses right selects the next card.

WRAP UP: Allow each student to share with the group what he/she has learned about feelings.

Talk about the difference in strong and weak emotions.

Allow students to share examples of times they have experienced strong feelings. Point out that their actions and feelings were not the same. It's okay to feel what you feel; actions, however, must be controlled.

Suggest that future sessions begin with Check-In (an opportunity for students to say how they feel right now) so that students can get used to monitoring feelings.

ASSIGNMENT: Notice two situations during the following week in which you had to figure out feelings. Be prepared to say which feelings you noticed.

SOURCE: Anne Winkler, Counselor--Hamilton Middle School

SUBJECT: AUTOBIOGRAPHICAL PAGES

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVE: To develop awareness of self by recalling life activities and patterns

TIME: 30-45 minutes

MATERIALS: One sheet of paper per group member

ACTIVITIES: Have the students write down, then share orally answers to the following questions:

1. How did you learn to ride a bicycle? Who helped?
2. Who taught you how to dance? Where?
3. When did you first learn how to jump rope?
4. Who taught you monopoly, poker, chess, or any game you know?
5. Who taught you how to drive a car?
6. How did you learn how to answer the telephone?
7. Where did you learn manners?
8. Think of something else you learned how to do and relate.

WRAP-UP: Remembering these experiences makes you feel what way?

SOURCE: Simon, Sidney B., Leland W. Howe, Howard Kirschenbaum, Values Clarification, Hart Publishing Co., Inc., New York, 1972. "Pages for an Autobiography," p. 236.

SUBJECT: THE ORANGE EXPERIENCE

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVES:
1. To assist students to see each person of a group as an individual
2. To help students understand that the ability to differentiate people is a responsibility of the viewer

TIME: 30 minutes

MATERIALS: One orange for each person and a large paper bag

ACTIVITIES:
1. Discuss the tendencies we have to generalize about people.
2. Pass out the oranges.
3. Instruct group members: "Make friends with your orange and introduce your friend to the rest of us. But before you introduce your new friend, you must get to know him or her. Take one minute of complete silence and become well acquainted with your friend."
4. Introduce your friend and allow the group members to do the same.
5. Ask the students to put their friends into the bag.
6. Review the tendencies we have to generalize people.
7. Roll the oranges out of the bag and invite each student to find his or her friend.
8. Have each student identify his/her friend and share with the group how he/she was able to identify his/her friend.

SOURCE: Seattle Public School District, No. 1, Rainbow Activities, Creative Teaching Press, Inc., South Monte, California, 1977, pp. 19-20.

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SUBJECT: ALCOHOL USE

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVE: To help students determine whether their drinking habits pose a problem

TIME: One guidance period

MATERIALS: Ten questions to be written on the board or duplicated for handing out

ACTIVITIES: 1. Distribute the handout (or write questions on the board) and allow students time to answer the questions.

	YES	NO
a. Does having a good time usually mean having a drink	___	___
b. Do you get hangovers?	___	___
c. Do you sometimes have a drink when you are by yourself?	___	___
d. Have your parents or friends ever told you they were unhappy about your drinking?	___	___
e. Do you often get drunk when you drink?	___	___
f. Did you ever drink so much that people had to help you home, or that you fell asleep wherever you were?	___	___
g. Do you break things, get into fights or bad arguments when you have been drinking?	___	___
h. Have you ever missed classes or been unprepared for school or work because you had been drinking?	___	___
i. Have you ever gotten in trouble with the police because of drinking?	___	___
j. Have you ever awakened without being able to remember what had gone on while you had been drinking?	___	___

2. Discuss answers. Point out that a ***YES*** answer to any of these questions indicates that the person's drinking habits might become a problem. Stress that it would be wise to talk with a qualified person.

SOURCE FOR QUESTIONS: Laurelwood Hospital, 4000 South Wellman at I-45
(713) 367-4422

SUBJECT: GAMES AND ACTIVITIES

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVE: To allow members to share about themselves

TIME: Varies according to activity chosen.

MATERIALS: Stickers that can be written on (for Activity 1)
Sea shell (for Activity 2)
Toilet paper (for Activity 3)

ACTIVITIES: 1. ICE-BREAKER

Ask each member of the group to share four things with the group: 1) Something he would like others to know about him, 2) Something he likes to do, 3) A decision that changed his life, and 4) A successful experience.

After each member has shared, instruct the other group members to write a feeling statement about that person on a sticker (that you provide). They should write something as to how they perceive that person, i.e., "I like you," or "You'd make a terrific friend."

Then each member wears his stickers for that session.

2. COLLECTING SHELLS?

Pass a sea shell around the group. Tell members to imagine being the shell. How did you feel lying on the beach? Lonely? Unloved? How did you feel when someone held you up to his/her ear? What if no one had picked you up?

3. ROLL OUT THE T. P.

Have each individual tear off as many squares of toilet paper from the roll that he "desires or needs." According to the number of sheets that he has torn off (from the roll), the individual must tell that many things about himself.

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SUBJECT: SELF-AWARENESS CHECKLISTS

CATEGORY: SELF-CONCEPT AND SELF-AWARENESS

OBJECTIVES:
1. To give students an opportunity to privately assess their capabilities, strengths, and fears
2. To provide material for potential self-disclosure within the group

TIME: One or more class periods as desired

MATERIALS: Self-Awareness Handouts (eight examples are included in this handbook)

ACTIVITIES:
1. Select one or more self-awareness questionnaires from the following group, according to the needs and maturity level of your group.
2. Pass out the questionnaire(s) and allow time for the students to complete them.
3. Use the written answers as a springboard for group discussion.

THIS IS ME...

1. My greatest strength is_____
2. My greatest weakness is_____
3. Something that makes me angry is_____
4. Something that makes me very happy is_____
5. When I am angry I_____
6. When I am happy I_____
7. I get jealous when_____
8. The type person that really frustrates me is_____
9. The type person I really enjoy is_____
10. The type person I consider sexy is_____
11. The type person I consider strong is_____
12. The type person I consider weak is_____
13. The type person I consider attractive is_____
14. The type person I try to avoid is_____
15. I am very content when_____
16. To me, a helper is_____
17. One thing I like about school is_____
18. One thing I dislike about school is_____

The questions:

When I enter a group, I feel _____

When a group starts I _____

When people first meet me they _____

When I'm in a new group, I feel most comfortable when_____

When people remain silent I feel _____

When someone does all the talking I _____

I feel most productive when a leader_____

I feel annoyed when the leader _____

I feel withdrawn when _____

In a group, I am most afraid of _____

When someone feels hurt, I _____

I am hurt most easily when _____

I feel loneliest in a group when _____

Those who really know me think I am _____

I trust those who _____

I am saddest when _____

I feel closest to others when _____

People like me when I _____

Love is _____

I feel loved most when _____

My greatest strength is _____

If I could do it all over again _____

I could be _____

I am _____

DISCOVER THE PERSON YOU ARE

How do you see yourself?

- ☐ I am alone and nothing can make me otherwise.
- ☐ I exist to share, to give.
- ☐ My greatest pleasure is to look as good as I can.
- ☐ The essential me comes from within; I don't care about my outward looks.
- ☐ The world is a competitive place. You've got to fight for what you get.
- ☐ We need each other.
- ☐ I never really feel comfortable unless I am making the decisions.
- ☐ I like to go along with my crowd, my family, and my friends.
- ☐ I believe that people are basically good, if you give them a chance.
- ☐ Trusting people is okay—once!
- ☐ I sincerely care for all other living beings in this world.
- ☐ The farther someone is from me, the less important he is to me.
- ☐ When all is said and done, the most important thing in life is money—material possessions that you can hang on to.
- ☐ The most important thing in life is to be charitable—to share with others.
- ☐ I could live on less than I'm used to——if I were in love.
- ☐ The most important thing in life is being different—developing new ideas—making one's own way.
- ☐ It's better not to be too strange or unusual. Just be like other people, but a little different.
- ☐ I have to be recognized...to be noticed...to be looked up to.
- ☐ I want to make a contribution, to know inside myself that I've done well. I'm not too concerned about how others feel.

There are no right answers, no wrong answers to these questions. Only discoveries that you can make about yourself along the way.

However you see yourself, celebrate the person you are!

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HOW DO YOU RATE YOURSELF?

PART I. What does it mean to be "grown up" when you're not yet an adult?

Symbols of growing up: List five things you have or do that show you're not a kid anymore.

More privileges: List three things you value that you weren't allowed to have or do a year ago.

As an adult: List three things you want that you can look forward to when you're 20.

PART II. Maturity means different things, depending on who you talk to.

The last time an adult told me I had done something grown up was when I...

A friend let me know I did something grown up when I...

I feel I took a big step in being adult when I...

PART III. Situations I handle better than I used to.

Go through the list and check off five areas where you feel you cope a lot better than you used to. Give a recent example of how you handled a situation.

__ Going to school
__ Turning down a girl/guy who's interested in you
__ Getting your parents' approval for something
__ Taking a leadership role and keeping other people's acceptance
__ Letting someone know he/she made you angry or annoyed
__ Dealing with pressure from parents
__ Dealing with pressure from friends
__ Talking with a teacher about your work or "attitude"
__ Making decisions
__ Making and keeping friends
__ Doing what you say you're going to do
__ Believing you're an okay person
__ Admitting you're wrong or you've made a mistake
__ Taking responsibility for something
__ Seeing a situation from someone's else's point of view
__ Telling someone what you really think/feel
__ Deciding what you want and going after it
__ Talking with someone who's older, more experienced, in authority

NAME_____ DATE_____

Here are sets of statements to help you describe yourself as you see yourself. Read each statement carefully then select one of the five responses listed below. Be sure to complete all of them.

0	1	2	3	4
COMPLETELY FALSE	MOSTLY FALSE	PARTLY FALSE PARTLY TRUE	MOSTLY TRUE	COMPLETELY TRUE

0 1 2 3 4

ANGER (10) _ _ _ _

_ _ _ _ _ I get angry a lot.
_ _ _ _ _ I am mad at the whole world.
_ _ _ _ _ I do not forgive others easily.
_ _ _ _ _ I am mean to other people.
_ _ _ _ _ I get into lots of arguments.
_ _ _ _ _ I lose my temper easily.
_ _ _ _ _ I make put-downs or tease others.
_ _ _ _ _ I have had fights where somebody got hurt.
_ _ _ _ _ It does not bother me to hurt lizards, frogs, or mice.
_ _ _ _ _ I sometimes get so angry that I destroy things.

ANXIETY/DEPRESSION (10) _ _ _ _

_ _ _ _ _ I am a nervous person.
_ _ _ _ _ I am not interested in what other people do.
_ _ _ _ _ I worry a lot.
_ _ _ _ _ I feel sad much of the time.
_ _ _ _ _ I feel unimportant.
_ _ _ _ _ I often feel afraid.
_ _ _ _ _ I will never amount to anything.
_ _ _ _ _ I don't sleep well at night.
_ _ _ _ _ The future seems hopeless to me.
_ _ _ _ _ I often think about death.

ATTENTION/IMPULSIVENESS (4) _ _ _ _

_ _ _ _ _ I don't have much self-control.
_ _ _ _ _ I do things without thinking about them first.
_ _ _ _ _ It is hard for me to sit and concentrate.
_ _ _ _ _ I am easily distracted by what is going on around me.

DEPENDENCY/INADEQUACY (8) _ _ _ _

_ _ _ _ _ I give up easily.
_ _ _ _ _ I do poorly in sports and games.
_ _ _ _ _ It is hard for me to solve my problems.
_ _ _ _ _ It is usually my fault when something goes wrong.
_ _ _ _ _ I try to run away from my problems.
_ _ _ _ _ I hardly ever have good ideas.
_ _ _ _ _ When I try to make something, everything seems to go wrong.
_ _ _ _ _ I feel like a failure much of the time.

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EGO STRENGTH/IDENTITY (9) _ _ _ _

_ _ _ _ _ I get upset when I lose a game.
_ _ _ _ _ I don't mind dressing differently from others.
_ _ _ _ _ I get sick a lot.
_ _ _ _ _ My looks bother me.
_ _ _ _ _ I don't like being the way I am.
_ _ _ _ _ I am too sensitive to what others say.
_ _ _ _ _ I feel less accepted than other people.
_ _ _ _ _ I am not a good person.
_ _ _ _ _ I have no self-confidence.

FAMILY SUPPORT (10) _ _ _ _

_ _ _ _ _ I do not act like my family thinks I should.
_ _ _ _ _ I am a member of an unhappy family.
_ _ _ _ _ I am not important to my family.
_ _ _ _ _ I don't treat my parents as well as I should.
_ _ _ _ _ My parents argue or fight a lot.
_ _ _ _ _ I am not loved by my family.
_ _ _ _ _ I feel that my family does not trust me.
_ _ _ _ _ My family often blames me for things that are not my fault.
_ _ _ _ _ I often argue with my family.
_ _ _ _ _ My parents expect too much of me.

PERSECUTION (7) _ _ _ _

_ _ _ _ _ Others pick on me a lot.
_ _ _ _ _ Most others are luckier than I am.
_ _ _ _ _ I don't trust others very much.
_ _ _ _ _ Many people seem to dislike me without any reason.
_ _ _ _ _ I often get blamed for things I didn't do.
_ _ _ _ _ I have been punished without a good reason.
_ _ _ _ _ I have felt that strangers were looking at me critically.

REALITY CONTACT (6) _ _ _ _

_ _ _ _ _ I have had peculiar and strange experiences.
_ _ _ _ _ Sometimes I feel like I am losing my mind.
_ _ _ _ _ I often think of things too bad to talk about.
_ _ _ _ _ Sometimes I hear voices when there is nobody around.
_ _ _ _ _ There is something wrong with my mind.
_ _ _ _ _ I sometimes have weird and peculiar thoughts.

SCHOOL (8) _ _ _ _

_ _ _ _ _ I am slow in finishing my school work.
_ _ _ _ _ I am not very smart.
_ _ _ _ _ I could try a lot harder than I do.
_ _ _ _ _ I don't usually ask questions in class.
_ _ _ _ _ In school I daydream a lot.
_ _ _ _ _ I often forget to turn in my assignments.
_ _ _ _ _ It is hard for me to stay organized.
_ _ _ _ _ I don't like school.

SOCIAL CONFORMITY/ETHICAL (9)_ _ _ _

_ _ _ _ _ I am not well behaved in school.
_ _ _ _ _ I am not an honest person.
_ _ _ _ _ My friends have no confidence in me.
_ _ _ _ _ I would lie to get out of trouble.
_ _ _ _ _ I get into trouble with my teachers.
_ _ _ _ _ I sometimes do very bad things.
_ _ _ _ _ I do not do what I know to be right.
_ _ _ _ _ I sometimes use unfair means to get ahead.
_ _ _ _ _ I have used alcohol or drugs.

SOCIAL RELATIONSHIPS/WITHDRAWAL (11) _ _ _ _

_ _ _ _ _ I am not a friendly person.
_ _ _ _ _ I am disliked by many of my classmates.
_ _ _ _ _ I am too shy.
_ _ _ _ _ I am not as nice to others as I should be.
_ _ _ _ _ I am not as popular as most others.
_ _ _ _ _ My classmates make fun of me.
_ _ _ _ _ It is hard for me to make friends.
_ _ _ _ _ It is hard for me to keep friends.
_ _ _ _ _ I try to get my own way too often.
_ _ _ _ _ I feel left out of things.
_ _ _ _ _ I would rather be alone than with a group.

Developed by Larry J. Brandt, Ph.D, 06/21/84

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INCOMPLETE SENTENCES

NAME_____ DATE_____ AGE____

ASPIRATIONS

I wish _____
When I'm older _____
My idea of a good time _____
I could do better if _____
For recreation I like _____
I would like to _____
The future _____
I could be happier if _____

FAMILY

My mother _____
My family _____
Most brothers and sisters _____
I wish my parents would _____
I wish my parents would not _____
My parents would be happier if _____
My father _____
My mother and father _____
I get along well with _____

FEELINGS

I hate _____
I feel best when _____
I get nervous when _____
Sometimes I'm afraid of _____
Usually I feel _____
I get angry _____
I feel bad when _____
I often worry about _____
I was proud when _____

PERSONAL

I secretly _____
I can't understand why _____
I am usually successful when _____
I get into trouble _____
Drugs _____
My strangest experience was _____
My biggest mistake was _____
Something I like about myself is _____

SCHOOL

School _____
The teachers at school _____
Reading _____
I have one teacher who _____
Education _____
I would try harder in class if _____

SOCIAL

Boys _____
Kids my age _____
Girls _____
People think I _____
Most people _____
When I'm with a group _____
Trusting others is _____
A friend should _____

Developed by Larry J. Brandt, Ph.D, 06/01/84

AN "ABOUT ME" NEWSPAPER

Design your own logo

Design your own banner and title of newspaper

Editorial - written about you by a few people in the class

Major events in your life

Headlines for future events

Pictures of important people in your life, family, teachers, etc.

World events on the day you were born

Epitaph and obituary

Letter to editor written by you on something that concerns you

Cartoons about some funny event in your week

Classified ad on the important things in your room

Article on a prize you've just won

TV or radio schedule

Review of your favorite TV/radio program

Weather report (are you stormy, tropical, wintry)

Horoscope

Thank you letter to someone who has been nice to you

Joke of the day

Favorite recipe

Fashion and/or sports news

The most important international news of the day

School news

Sales in the city today

Lost and found

Crossword puzzle

Dear Abby

DISCUSSION QUESTIONS

If you were to describe yourself, what punctuation mark would you be?

If you were a one hundred dollar bill, how would you like to be spent?

Discuss what it would be like to be a cocoon and then a butterfly.

If you wrote a book about your life, what would you call it?

If a postage stamp was made commemorating you, what would it look like?

What does it mean to care about another person?

What are some of your worries?

What does friendship mean to you?

Given a page of a calendar, what would the important years and dates be in your life?

What would a feature story about yourself include?

What items would you put in a printer's tray?

What qualities do you look for in an individual? List them in order of importance.

What are your strengths?

What are your fantasies?

What are your goals?

What are your values?

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SUBJECT: I A L A C (I Am Loveable and Capable)

CATEGORY: SELF-ESTEEM

OBJECTIVE: To gain an understanding of how one's self-esteem can be destroyed

TIME: Thirty-six minutes

MATERIALS: I A L A C SIGN, made by counselor (construction paper with yarn to tie)
I A L A C STORY

ACTIVITIES:

1. Write I A L A C on the board and explain what the letters stand for.

2. Put on the I A L A C sign and begin reading the story. At each negative incident in the story, tear off a piece of the sign. At the end of the narrative, very little of the sign should be left.

3. Allow group to discuss their feelings about the narrative.

NOTE: This activity has been adapted from 100 Ways to Enhance Self-Concept in the Classroom, by Jack Canfield and Harold C. Wells.

I A L A C
(Narrative)

A sixth-grade girl named Lupita wakes up suddenly one morning only to discover that it is late and it's a school day. Not having time for breakfast, she rushes to the bus stop but the bus has gone on. She walks to school as fast as she can, but of course, not fast enough to get there on time. She must stop by the main office to sign in late. The clerk in the office asks sarcastically, "Well, what is your excuse this time?" Lupita goes to her math class and realizes that in her rush she forgot her math homework. The math teacher assigns her lunchroom detention. In history class, the teacher returns test papers and Lupita looks at the 20 in RED. She fights back the tears as she stares at the present history assignment, worded in English which she can barely pronounce and which makes little sense to her. At lunchtime, Lupita does not eat because her father has been laid off his job and her lunch application has not been processed. In her PE class Lupita gets a 0 for not dressing. She just cannot bring herself to dress with other students around and to wear shorts which show off her legs. At the end of the school day as she heads for her bus, Lupita goes by a group of girls who stare at her and call her "wetback." As Lupita lies in bed that night, she cries herself to sleep softly, wishing she would never have to go back to school. AND THIS IS WHAT IS LEFT OF HER I A L A C !

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SUBJECT: ACTIVITIES FOR POSITIVE SELF-ANALYSIS

CATEGORY: SELF-ESTEEM

OBJECTIVE: To increase self-esteem through analyzing strengths and capabilities

TIME: One class period

MATERIALS: Handout, "Activities for Positive Self-Analysis"
Handout, "Self-Esteem Checkup"

ACTIVITIES:
1. Pass out the handout and allow time for completion.
2. Discuss students' feelings about the questionnaire.

ACTIVITIES FOR POSITIVE SELF-ANALYSIS

Put a check in front of the statements that apply to you most of the time.

1._____ You get along well with people your own age.
2._____ Reading is easy for you.
3._____ You enjoy solving problems.
4._____ You get along well with older people.
5._____ You can meet new people without fear or shyness.
6._____ You can speak well before a large group of people.
7._____ You can repair small or large motors.
8._____ You can draw well.
9._____ You can sew well.
10._____ You can put puzzles together with ease.
11._____ You can find interesting things to do on your own.
12._____ You like to look for new and better ways to do work.
13._____ Your eyesight is good.
14._____ You can estimate length, width, and weight correctly.
15._____ You care about others.
16._____ You have a strong body and good muscle coordination.
17._____ You enjoy being alone.
18._____ You are able to work under pressure and get projects finished on time.
19._____ You plan your work ahead.
20._____ You like to have leadership from others.
21._____ You can judge distances well.
22._____ Your health is excellent.
23._____ You see the bright side of life.
24._____ You have a good sense of humor.
25._____ You can persuade others to think or do what you want them to do.
26._____ You get where you have to be on time.
27._____ You have a conscience that keeps you from being unfair to others.
28._____ You are a good loser.
29._____ You keep up with current events through radio, TV, newspapers or magazines
30._____ You are neat and organized.
31._____ You do not get hurt easily by thoughtless remarks.
32._____ You like to bring people together for fun or helpful projects.
33._____ You enjoy reading.
34._____ You are accurate with your fingers (have manual dexterity).
35._____ You play a musical instrument.
36._____ Your speaking voice is clear and easy to understand.
37._____ Your handwriting is good.
38._____ You operate machines with ease.
39._____ You enjoy arranging colors (in your room, your wardrobe, art, etc.)
40._____ You can answer arguments logically and without getting angry.
41._____ You check things out for yourself.
42._____ You are good with figures.
43._____ You use correct grammar.
44._____ You speak more than one language.
45._____ You have a good memory.

46._____ You write your thoughts clearly.
47._____ You spend your money wisely.
48._____ You work well with a group.
49._____ You work well alone.
50._____ You can be around noise without getting nervous.
51._____ You are patient and thoughtful of others.
52._____ You find beauty in and appreciate sounds, sights, tastes and feelings
53._____ You enjoy putting together descriptive words and phrases.
54._____ You are a good conversationalist.
55._____ You are a good listener.
56._____ You make people comfortable around you.
57._____ You see the good in others.
58._____ You are cheerful and agreeable.
59._____ You are honest.
60._____ You are content with life.
61._____ You use your time wisely.
62._____ You do work without being forced.
63._____ You try to find reasons for misunderstandings.
64._____ You enjoy caring for sick people.
65._____ You can draw a scale model figure accurately.
66._____ You can take good photographs.
67._____ You can follow directions with ease.
68._____ You can understand patterns for sewing or for building something.
69._____ You can understand patterns of people's behavior in groups or as individuals.
70._____ You can do routine work without getting bored or careless.
71._____ You are average height and weight for your age.
72._____ You have good posture.
73._____ You have a good complexion.
74._____ You keep your body, hair, and teeth clean.
75._____ You have now or will have straight teeth.
76._____ You are able to relax.
77._____ You have a good sense of tone qualities (necessary for musicians or some phone, computer, or code operators).
78._____ You like gadgets.
79._____ You have a strong sense of rhythm.
80._____ You do not give up easily.
81._____ You can use small tools (hammer, saw, screwdriver, etc.).
82._____ You are cautious.
83._____ You have a good safety record.
84._____ You can picture a finished object as you work on parts of it.
85._____ You have a strong sense of taste and can successfully add new ingredients to recipes without spoiling them.
86._____ You like outdoor activities.
87._____ You like indoor activities.
88._____ You are content to do work that requires to be outside as well as inside.
89._____ You can get along well with young children.

90._____ You can sing well.
91._____ You can give first aid without panicking.
92._____ You deal fairly with all races, religions, sexes.
93._____ You are a good swimmer.
94._____ You are good in basketball, baseball, or tennis.
95._____ You are good at football or golf.
96._____ You play chess well.
97._____ You are good at selecting people to carry out work or play.
98._____ You are good at printing.
99._____ You are good at completing small details.
100._____ You are good at dancing or acting.

Now add up the number of blanks you have checked. No one will have 100 checks. You will not have 100 checks because each of us must depend on others to make up part of what is good in this world. No one can do everything. Those who prefer to work alone will be needed in research labs just as those who want to work in a group will carry out ideas from the laboratories.

After you have added up the number of blanks you have checked, put the number here _____.

After you have added up the number of your strong points, figure out how many of these strong points you have under each of these headings:

SOCIAL PHYSICAL INTELLECTUAL CREATIVE OTHER

Your total strong points can give you clues to hobbies which you would enjoy; volunteer work, or career choices as well as courses to take for electives in the years to come in school.

WEINBERGER, HALL & ASSOCIATES, P.C.
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SELF-ESTEEM CHECKUP

Do You Feel:	Never	Sometimes	Half & Half	Most of the time	All of the time
A. Loveable					
B. Special					
C. Competent					
D. Altruistic					
E. Responsible					
F. Independent					
G. Secure					
H. Socially skilled					
I. Able to cope and solve problems					
J. Goal-directed, planful, motivated					

SUBJECT: RISK-TAKING (OPENNESS)

CATEGORY: SELF-ESTEEM

OBJECTIVES:
1. To practice being open
2. To encourage openness by exhibiting interest in others and by listening

TIME: One class period

ACTIVITIES:
1. Number off in two's. No. 1 turns to No. 2 on his/her right, establishes eye contact, and says, "I like you. Will you be my friend?" No. 2 answers: "I like you. I will be your friend." Then No. 2 turns to No. 1 on his/her right and says, "I like you. Will you be my friend?" No. 1 answers as No. 2 did before. Then students move to every other member until all have spoken and responded.

2. Play "Hot Seat": A student volunteer sits in the middle of the circle. Other students ask questions designed to gain a deeper understanding. Person in the center may refuse to answer any question by saying, "I refuse to answer that." However, any question he chooses to answer must be answered honestly and completely. Time for two minutes. Next person in the hot seat is selected by former person on basis of having asked the most penetrating or probing question.

3. Divide students into groups of three. One person must speak for four minutes while the other two listen and encourage speaker to continue. At the end of four minutes, speaker gives 30 seconds of feedback to listeners about how well they encouraged him to speak.

PROCESS: Did you learn anything about each other that you hadn't known before? Was it hard/easy to talk to _____?

HOMEWORK: Speak to each group member by name in the halls. Using eye contact, talk for 30 seconds.

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SUBJECT: THE FOUR KEYS TO STRESS REDUCTION

CATEGORY: STRESS MANAGEMENT

TIME: ONE CLASS PERIOD

MATERIALS: CHAIRS IN CIRCLE

ACTIVITIES: Have students assume a comfortable position placing both feet on the floor, hands resting palms down on thighs, head forward, eyes closed, mouth open. Dim the lighting.

KEY 1: Counselor will lead students through progressive muscle-by-muscle relaxation exercise, beginning with toes and ending with finger tips saying:

"I focus upon and feel my toes. I tense them slightly ... and relax them. I focus on my calf muscle, tense ... relax ..., etc."

KEY 2: Hatha yoga breathing is demonstrated by the counselor who models the technique:

"Listen to me inhale very slowly for ten seconds. I hold for five seconds, then exhale slowly for ten seconds." Repeat the process with students five or six times, inhaling and exhaling audibly.

KEY 3: Counselor will describe, in detail, an image that is tranquil and that calls upon all the senses ... Ask the students to imagine the scene with you:

"I visualize myself lying on a beautiful white, sandy beach. The sun feels warm and soothing. My eyelids feel very heavy, as I listen to the lulling sounds of the wind and the waves. I am immersed in the tranquility and peacefulness of my surroundings."

KEY 4: Counselor will lead the students through positive self-talk:

"Calm down, relax, take it easy. Nothing can upset me. No persons or event will frustrate or anger me. I am relaxed, calm, and comfortable. This feeling of total well being, inner-peace, and tranquility will last for hours. I will count to ten slowly and open my eyes."

Following the positive self-talk, have students remain still and process how they feel physically and emotionally. Through guided practice with the counselor during several sessions, students will be able to utilize the technique independently.

Marcia Corn
Secondary Guidance
Supervisor

SUBJECT: TRUST-BUILDING EXERCISES

CATEGORY: TRUST BUILDING

OBJECTIVES:
1. To experience several activities designed to build students' trust in each other
2. To let students realize that trusting others involves taking risks

TIME: One class period

MATERIALS: Chairs, etc., to use as obstacles

ACTIVITIES:
1. Divide students into two groups. Group 1 sits on the floor with eyes closed. Group 2 moves around noiselessly until each student is behind a Group 1 student. Then each Group 2 student, without words, helps his/her assigned student up and leads him/her safely around the room. The other student keeps his/her eyes closed as he/she is led around and "introduced" nonverbally to chairs, walls, and other students and returned to original position. Group 2 students move away and Group 1 students open their eyes.

2. Allow Group 1 to discuss feelings related to depending on another person--scary, helpless--and evaluate the other person's actions. (Was leader rough? caring? gentle? Can you trust this person?) Group 2 discusses how it felt to be in charge of someone's safety.

3. Switch positions--Group 2 closes eyes. Discuss. Repeat the exereise.

SUBJECT: SHARE YOUR "STUFF" (WHOM DO I TRUST?)

CATEGORY: TRUST BUILDING

OBJECTIVE: To practice giving and receiving feedback about trust

TIME: One class period

MATERIALS: One roll of toilet paper

ACTIVITIES:

1. Ask volunteer to pick two students he/she trusts in the group. Those two students face each other with the volunteer in the middle. The volunteer (keeping body straight) falls backwards and forwards and is caught by other two students.

   . Process: How did it feel to depend on others?
   ...To be depended upon?

   . Continue activity with as many group members as wish to participate.

2. Ask for a volunteer who is willing to tell each group member how much he or she is trusted. Student will tear off a length of toilet paper long enough to demonstrate the amount of "stuff" he is willing to share with each member.

   Allow each group member to share as much of his "stuff" as he wishes with other members.

   . Process: How did it feel to be trusted with a lot? A little? Is being trustworthy a responsibility? What if someone trusts you more/less than you do him? What does _____ who received a lot of toilet paper do that makes him/her seem trustworthy? What does _____ who received little paper do that makes him/her not seem trustworthy?

3. Encourage group to establish guidelines for trustworthiness and to challenge members who don't seem trustworthy to make some changes.

HOMEWORK: Think of one private something about yourself that you would be willing to risk sharing with the group next time. It should relate to your feelings about the group or a member in it. Example: When I came in this group, I thought you were all _____; now I think _____. OR when I joined this group, I felt _____; now I feel _____.

SUBJECT: SENTENCE-COMPLETION ACTIVITIES

CATEGORY: VALUES

OBJECTIVES:
1. To allow students to privately assess some of their values
2. To provide values topics for group sharing

TIME: Thirty minutes

MATERIALS:
"Sentence-Completion #1: "Values"--one per student
"Sentence-Completion #2: "Values"--one per student

ACTIVITIES:
1. Decide which of the sentence-completion handouts is appropriate for your group's purpose and distribute it.
2. Allow time for completion.
3. Discuss what values are and how we develop them.
4. Guide the group through a discussion of individual values through sharing of answers.

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SENTENCE-COMPLETION #1 VALUES

1. My school work _____
2. The future _____
3. I want to know _____
4. Our family _____
5. I feel _____
6. The training _____
7. Much of the time _____
8. Money often _____
9. If I _____
10. Working _____
11. I suffer _____
12. Friends _____
13. Friends and parents _____
14. My mother _____
15. Eating _____
16. My mind _____
17. I sleep _____
18. My greatest longing _____
19. God _____
20. My imagination _____
21. Most boys _____
22. My clothes _____
23. The laws we have _____
24. I fear _____
25. My greatest trouble _____

SENTENCE-COMPLETION #1 (cont.)

26. Earning my living _____
27. Many of my dreams _____
28. Secretly I _____
29. My stomach _____
30. I cannot understand what makes me _____
31. Most people _____
32. My father _____
33. Religion _____
34. My worst _____
35. I am very _____
36. My childhood _____
37. Suicide _____
38. I envy _____
39. At night _____
40. My looks _____
41. The dark _____
42. My chief worry _____
43. When I _____
44. Fighting _____
45. Children _____
46. My health _____
47. I feel most proud of _____
48. Girls usually _____
49. Death _____
50. My greatest ambition _____

SENTENCE-COMPLETION #1 (cont.)

51. I like best _____

52. My habits _____

53. I try to get _____

54. Love in my life _____

55. I get pleasure from _____

56. My teachers _____

57. I am sorry _____

58. At home _____

59. I feel hurt _____

60. Often I think _____

61. I become embarrassed _____

62. My head _____

63. No one _____

64. I am ashamed _____

65. My education _____

Write below anything that seems important to you. _____

_____

_____

_____

_____

SENTENCE-COMPLETION #2: VALUES

1. On Saturdays, I like to _____
2. If I had 24 hours to live _____
3. If I had my own car _____
4. I feel best when people _____
5. If I had a million dollars I would _____
6. Secretly I wish _____
7. My children won't have to _____
8. I like people who _____
9. If I were principal of my school (the president of my own company, etc.) _____
10. The hardest thing for me to do is _____

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SUBJECT: GROUP DECISION-MAKING STRATEGIES

CATEGORY: VALUES

OBJECTIVES:
1. To demonstrate the value of group decision making
2. To practice achieving consensus within the group

TIME: Thirty minutes or more

MATERIALS: "NASA Worksheet," one copy for each student

ACTIVITIES:

1. Hand out a copy of the NASA worksheet to each student.

2. Read the following to them: "You are on a moon probe. You are to rendezvous with your mother ship on the light side of the moon. Due to mechanical difficulties, your moon probe ship was forced to land 200 miles from your mother ship. When you were forced to land, much of your equipment was damaged. From the 15 items left, you are to choose the most critical. As an individual, number the items from 1 to 15, marking the item you think most critical with a 1 and so on to the least critical item at 15. You will have 5 minutes.

3. Allow 5 minutes, then ask students to get in groups of 5. Tell them that they will have 10 minutes to achieve consensus on the prioritizing of the NASA list. Explain that consensus is discussion, not voting, to come to mutual understanding and agreement.

4. Stop the discussion after 10 minutes; move into a large group. To score have students fill in the NASA Ranking column with the ranking NASA astronauts came up with.

5. Find the column marked "Difference" and have students write the difference between their number and the NASA number and add up for self and for group.

6. Process: What did you learn about group vs. individual decision making? (Most times the group will yield a lower score; the group yields a better decision. This may be untrue if a person was dominated, railroaded or if the group used processes other than consensus.)

NASA WORKSHEET

Your Ranking	NASA Ranking	Difference		Group Ranking	NASA Ranking	Difference
			Box of matches Food concentrate 50 ft. of nylon cord parachute silk portable heating unit 2-.45 caliber pistols 1-case dehydrated milk 2-100 lb. tanks of oxygen Map of moon's surface Life raft Magnetic compass 5-gallons of water Signal flares First aid kit containing injection needles Solar powered radio receiver-transmitter			

Difference your score and NASA _____

Difference group score and NASA _____

NASA RANKING

15	Box of matches
4	Food concentrate
6	50 feet of nylon cord
8	parachute silk
13	portable heating unit
11	2 - .45 caliber pistols
12	1 - case dehydrated milk
1	2 - 100 lb. tanks oxygen
3	map of moon's surface
9	life raft
14	magnetic compass
2	5 gallons water
10	signal flares
7	first aid kit containing injection needles
5	solar powered FM radio receiver-transmitter

SUBJECT: MY HERO/HEROINE

CATEGORY: VALUES

OBJECTIVES:
1. To identify positive qualities in the people students admire
2. To select those qualities in students which they would like to nurture

TIME: Forty-five to sixty minutes

MATERIALS: Paper and pen

ACTIVITIES:
1. Allow each member the opportunity to talk about his/her heroes/heroines.
2. Let participants discuss qualities they admire in their heroes/heroines.
3. Have each participant make a statement about what he/she perceives to be the most positive quality or characteristic of the hero/heroine.
4. Allow participants to explore their own qualities and characteristics which are like those of their hero/heroine.
5. Have participants select several of those similar qualities which they would like to nurture.
6. Tell participants to record and report to next group session examples of how those particular qualities were nurtured.

SOURCE: Maria M. Rustomji

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SPECIAL POPULATION GROUPS

SPECIAL POPULATION GROUP: GIFTED MIDDLE SCHOOL STUDENTS

RATIONALE

Students identified as "Gifted" are often ahead of themselves mentally while being normal in physical and emotional development. This "skewedness" sometimes leads to feelings of inadequacy as students realize that they are unable to make their bodies keep up with their intellects. They may feel isolated and lonely. A "sizeable minority" of gifted children "have trouble with social relationships and about 20% have hidden emotional problems" (Goldenson, 1970, 509). In fact, many gifted children have surprisingly low opinions of themselves, even becoming depressed because they cannot live up to their own high standards. Gifted students make up a fair percentage of dropouts, too.

Six clusters of personal characteristics have been consistently found to exist in gifted students: thought processes, task persistence, goal orientation, internal locus of control, social awareness, and social effectiveness (Perrone, 1986). Note that the last three of these characteristics are attitudes and behaviors that reflect a sense of personal potency. Certainly, counseling designed to heighten and enhance these characteristics will be beneficial to such students. "The achievement of an internal locus of control, in which students attribute both positive and negative academic outcomes to factors within themselves (e.g., ability and effort) rather than to factors beyond their control (e.g., luck and the help of others)" (Perrone, 1986, 564) pays off in obvious ways as students take control of their lives.

Gifted students can use their intellectual ability to search for alternatives and to find solutions. They can use their verbal skills to express their emotions and their creative abilities to empathize and to offer emotional support to each other. They can--by observing that others, too, have problems--reduce their isolation and their sense of "I am different." As they profit the most from instruction, so do they profit the most from counseling, especially from group counseling in which they have the support of their peers.

Counseling groups can thus be seen to meet the developmental and social needs of middle school students, to have the potential for improved self-esteem in these students, and to be especially appropriate for gifted students.

ORGANIZATION

Size and Selection: Sixth grade students are selected based on previous contact with the counselor (i.e., they have already had problems) and through teacher or parent referrals. Students are interviewed, told the purpose of the group in general terms (to make friends, to talk about problems), and offered the opportunity to sign up. The voluntary nature of the group is stressed and possible psychological stress is discussed (Somebody may get mad at someone else in group. That's O.K. to talk about. Someone else may say, "I don't trust some member of this group." That's O.K. to say too; we'll talk about it.)

Sometimes the group is structured around specific needs (such as being a "Divorced Kid"); in other years, groups are more generally inclusive and are designed to pull in social isolates or students having adjustment problems. Size varies from six to twelve depending on the nature of problems anticipated.

Seventh and eighth grade students are self-selected on the basis of previous group membership and/or request. There may be a need for a specific group, perhaps for newcomers to the gifted program. (In the middle school Vanguard programs, it is difficult to enter the seventh or eighth grade for the first time. These students often have trouble adjusting to the new teaching methods and to an already close-knit group which may not seem friendly.)

Students are recruited for "Group" with an announcement and/or a flyer. No one is excluded from those groups designed for general guidance; students with special needs are placed in an advanced group after an interview with the counselor. (Students lacking in "social hunger" or students with severe acting-out problems, borderline psychosis, or inability to relate to others are allowed in general counseling groups after a counselor conference--because they may learn from observation of more open students. They, however, are also referred. They do not go into "advanced group" without the recommendation of an outside therapist.) Group size is based on group purpose. General guidance groups can be large; counseling groups are smaller.

All students are asked to obtain parent permission. Parent permission is, however, a formality designed to produce parent/child interaction and discussion; it is not a requirement. Students may be included at counselor discretion without parent permission, and even with parent opposition, since counseling is seen by the TEA as an academic function. (In such cases, the principal or his/her designated administrator is made aware of the reasoning behind this decision.)

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Students in general counseling groups will enroll for a series of sessions designed to last seven weeks (one period a week--45 minutes--for the seven periods of the school day, or seven weeks). Ongoing groups will last for the full year. Membership is closed in the seven-week group, open (at counselor's discretion) in the ongoing group. (An open group reduces cohesion but is necessitated by the institutional setting. Administrators have difficulty understanding why a student who needs group counseling cannot be immediately served.)

Goals and Purposes: Goals and purposes as stated in the letter for parent permission are as follows: to form a support group of peers; to reduce isolation and sense of "I am different"; to improve communication with peers and parents; and to increase awareness and acceptance of individual differences/likenesses.

Other goals are: to improve ability to communicate and to hear what others have to say nondefensively; to increase empathy and encourage altruism; to work through conflicts toward solutions; to develop trust and the learn to be trustworthy; to take the risk of being open and to learn to be authentic in relationships; to look beyond behavior to causes and motivations; and to become aware of the challenges and the joys of growing up emotionally healthy in today's chaotic social environment.

Students are also asked to set personal goals and to state clearly their purpose in entering group. Emphasis at each grade level differs somewhat. Sixth graders are usually most interested in dealing with family issues and in developing friendships. Seventh graders are more involved with peer interaction and in improved communication skills. Eighth graders want continued peer involvement and are often concerned with issues related to fear of growing up versus need to be independent; the emphasis here is on decision making and the courage to "be." (And, for eighth graders who often leave their best friends to enter Magnet high schools on the other side of town, there must be some recognition of the grief process which begins when major life changes occur; they are making the same kinds of major decisions that high school seniors face.)

Procedures: Group rules will be as follows: observe confidentiality (what goes on in the group stays in the group); value each other (only one person speaks at a time; no "put downs"). "Put downs" for many middle school students substitute for real communication, allowing them to form pseudo-relationships while insuring emotional distance. However, changing this habit is basic to group cohesion and true communication.

A group "ritual" will be established so that students know that group has begun or ended. This is necessary because often students come in after group has begun. (They had to get their assignment or take a test.) They need to realize the the group is safely enclosed within a certain procedure and that--while they are welcome and belong in the group--they must catch up with what is going on. Where the group "is" is easier to determine with a set procedure. In this case, it is a focusing exercise (three deep breaths, relax, get in touch with how you are feeling in the here and now) and "check-in" (let us know how you are feeling and ask for "time" if you have an issue or something to work on in the group). Ending the group can consist of a group hug, taking hands and saying "we are friends" or any agreed-upon procedure for everyone to recognize group "connectedness."

Activities: The counselor will enter the group with a plan in mind but prepared to allow group process to influence what occurs. The "Structured Activities" section of this handbook includes activities which would be appropriate for the early stages of these groups. "Ice-Breakers" and "Trust-Building" activities may be among the first chosen for early groups sessions.

Later activities, as trust builds and real issues occur, might include positive regard circles (to enhance openness, risk-taking, mutual trust, asking for what one needs; drawing (to release tension, inhibitions, and fears; middle school students have a marked tendency to play "Uproar" when made uncomfortable by emotions. They find it easier to control themselves in an affect-laden atmosphere if they have something to doodle on); structured games or activities (going to each person in the circle to say what you value about him/her, or what you've noticed about him/her, or to say something personal to each person); films and filmstrips (such as "Johnny Lingo" or "IALAC" or "Family Matters" or "Fuzzies") to promote discussion or to reinforce concepts; role-playing (to promote problem solving and to increase self-awareness and spontaneity); training in communication techniques such as active listening, understanding body language, and sending "I" messages. Also, feedback is emphasized: I have noticed this (behavior or expression) in you. Do you want to talk about it? Conflict is accepted and worked through; stress is upon accepting everyone as valuable and everyone's issue as worth looking at, but gossiping is not allowed (you wouldn't want us to talk about you if you weren't here, would you?) and monopolizers are gently confronted. Students are asked to identify the messages they give themselves about "terrible situations" and to take the responsibility for their feelings. They particularly like the Kartman Drama Triangle and eagerly label "rescuers," "persecuters," and "victims."

SPECIAL TOPIC GROUPS

TOPIC GROUP: GOAL SETTING/PROBLEM SOLVING

RATIONALE: Students benefit from setting personal goals and following steps to implement them.

ORGANIZATION: Membership: General counseling groups
Size: Flexible
Length: 4-9 sessions

ACTIVITIES:

1. Discuss the meaning of goals. In certain sports the players are attempting to move the ball in a specific direction, toward a net or set of posts, in order to score. The score is earned when one set of players is successful in crossing a particular line and getting the ball into that specific area. Once this is accomplished, the team earns a predetermined number of points.

   When an individual sets a goal, the process is basically the same. The individual moves toward his/her goal, frequently having to make changes in the original plan, sometimes losing ground, sometimes having great difficulty in making gains, but always with one intent: reaching that specific point or crossing the invisible line so that the goal is accomplished.

   In sports there must be a commitment to the idea of reaching the goal and there must be a plan on how that goal is to be achieved. The same is true with personal goals. The commitment is to oneself and it is best if the plan is actually written.

   This is what we will be working on for the next couple of weeks.

2. Consider PROBLEMS. What are problems? (Allow time for discussion.) Are all problems negative? (Allow for discussion.)

   What about two invitations for the same day at the same time? This can be a problem, but is is not necessarily negative. (Allow time for discussion.)

   Write a definition for PROBLEM. (Write given definitions on the board and compile for a class definition.) Problem--something that needs to be worked out.

Allow five or ten minutes for students to make personal problem lists. When lists are complete, have them cross out problems that are not school related or that cannot be controlled by them (food in cafeteria, mean teachers, etc.). Have them circle one remaining problem that they would most like to work on.

3. Rewrite the problems into specific IDENTIFIED PROBLEMS ("low grades" becomes "My grades are not as high as I would like them to be in selected subject"). Point out that only one specific area is to be targeted.

4. Have students determine what it is they want to accomplish. Do this by practicing writing goals from their problems. (Let a student read his/her problem. Write on the board the identified problem.) Now, what do you want to accomplish? Write this on board. Let's write this so that it is an understandable, achievable goal.

   EXAMPLE: My problem is that my grades in Social Studies are lower than I want them to be. My goal is to raise my grades in Social Studies. I will make at least a B in Social Studies on my next test assignment.

   [This process may require a great deal of time as there are a lot of different problems selected, but by having everyone involved in the process they become more aware of how to best formulate their goals.

   As a problem is given by one student, ask if anyone else has selected a similar problem (grades in a different subject). During discussion and formulation of goal writing, clarification may be needed. What are grades now? How many times is student getting in trouble now during one day? How often does student not hand in work?]

5. Help students determine how to get where they want to be. What are ALTERNATIVES? (Allow for discussion among students. Put suggestions on board in order to develop a class type definition.) Alternatives--different ways to do something. Have students list different things that they could do to reach their desired goals. Try to list things that they may not be doing presently, or if things that they are doing now would help them get where they want to be.

   Example: Talk only at recess; take all my books home every night; keep an assignment sheet; talk only to selected people.

6. Discuss the CONSEQUENCES of the different ALTERNATIVES.

   - What would happen if you did (read first alternative listed)? Would that be something that you would want to happen in order to get where you wanted to be?

   - Repeat this process will all the different "problems" or let the students determine their own ACTION ALTERNATIVES and then go over them with the students.

7. Develop a written plan (see the example that follows).

   The written plan must include what the student is committing himself/herself to do, how long he/she will work on this, and when he/she will begin. Begin like this ...

   To accomplish my goal, I will ...

   What are you willing to do? Look at your (ACTION ALTERNATIVES); which of those things are you willing to commit to do during the duration of your plan? List the things you are willing to commit to following the word "will." (Keep an assignment sheet, take home appropriate books, maintain a set study time and place. I will read each chapter then re-read each section, take notes, write review questions, have my folks ask me questions, and review vocabulary words and worksheets.)

   How long will you do this? Write--I will do these things for ... (fill in with time limit set by student--one week), indicating the beginning date (usually following day or the day that the plan is written).

   You have now written a commitment to yourself. You may choose to live up to your commitment or you may choose to forget it; that is up to you and between you and yourself. I will check back with you during our next class to determine progress, the possible need for adjustment, and tc generally find out how you are feeling about what you are doing. Do you have any questions? (Answer questions as needed.)

8. Check on the progress of the students' implementation of their plans.

EXAMPLE

Student's Name _____ Teacher's Name _____

Date _____ Guidance _____

IDENTIFIED PROBLEM

My problem is that my grades in Social Studies are not as high as I would like for them to be.

GOAL: My goal is to make at least a B on my next Social Studies assignment/test.

ACTION ALTERNATIVES:
Take home books
Keep assignment sheet
Have regular study time
Answer Chapter Review questions
Read each chapter before trying to study
Take notes
Study with friend
Have someone ask me questions
Test myself over each section
Study vocabulary
Keep worksheets
Study worksheets

MY PLAN: To accomplish my goal I will keep an assignment sheet, take home appropriate books, maintain a set study time and place. I will read each chapter then re-read each section, take notes, write review questions, have my folks ask me questions, and review vocabulary words and worksheets. I will do these things for one week beginning (date).

I will continue to work on my plan as it is written for one week beginning (date).

TOPIC GROUP: DIVORCE

PRELIMINARY ORGANIZATION

1. Advertise that a group is forming for children from families who have divorced or are in the process of divorcing. Ask teachers for names of students who might benefit from such a counseling group.

   . Number of sessions: Seven

   . Meeting times: Seven different sessions, starting at Session 1 and ending with Session 7, on successive weeks.

2. Hold preliminary meeting with selected students: Ideal number = 6-8

   Discuss: Students from homes in which divorce has occurred often don't feel good about what is happening and often wish things were different. This is a group to let you talk about the things you feel and to get to know others who are thinking about the same types of problems.

   Sometimes parents are so unhappy about what is happening that children feel that they can't talk about their own unhappiness.

   Sometimes children think that the divorce is their fault.

   Sometimes students are very, very sad; sometimes they are very, very angry; sometimes they have other feelings. We'll talk about them.

   Ask: Do you think your parent(s) would like for you to be a part of this group?

   Deal with doubts: Most parents want their children to be happy and to have their questions answered. If you talk to your mother and she has questions, she can call me and I'll explain that you'll miss each class only one time.

   Give out Parent Permission forms containing your phone number

GROUP GOALS

. Increased personal awareness

. A support group of peers

. A decreased sense of "I am different" among group members

. Increased communication with parents and with each other

. The working through (at least partially) of the grief process which (it is hypothesized) must occur when major life changes take place

. Increased understanding of the grief process itself

SESSION No. 1

CATEGORY: DIVORCE

OBJECTIVES:
1. To become acquainted with each other and learn about each other's families
2. To begin to explore feelings regarding divorce

TIME: One class period

MATERIALS: Felt-tipped pens, crayons, or colored pencils
Unlined paper

FOCUS: Students are asked to take three deep breaths. As they raise their arms over their heads, breathe in through the nose; as they lower their arms, breathe out through the mouth. On the third breath, drop hands to sides and let all the tension drip out onto the floor.

ACTIVITIES:

1. Get Acquainted:
   Students practice each other's names while throwing a ball or eraser to each other.

   Each student repeats the name of everyone in the group.

2. Family Pictures:
   Each student is asked to draw a picture of his/her family. He/she may use stick figures or even circles (females) and squares (males). Include everyone who lives in the house (pets, too) along with names and ages of siblings. Also, include everyone who is extra important even if he/she does not live there. Instruct the student to draw a red arrow to those who give the most love and a blue arrow to those he/she fusses with. (NOTE: Be sure student includes himself/herself in the picture.)

   Share pictures with the group. As each student discusses his/her family, point out similarities to other pictures. Note placement of family members: Your mother is next to your sister and you are next to your father; do you think you and your father are closer than you are to your mom and sister?

WRAP UP: Discuss: How you are or your family like someone else in here? Have students say: "_____ and I are alike because we are both the oldest, youngest; fight with our little brother ..."

ASSIGNMENT: Speak to each other in the halls by name.

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SESSION No. 2

CATEGORY: DIVORCE

OBJECTIVES: To become acquainted with feelings and begin to accept them as okay!

TIME: One class period

MATERIALS: Handmade cards with feelings (one per card)

ACTIVITIES:

1. After focus, review each other's names and have students describe one thing they remember about someone else in the group.

2. Ask: What is an emotion? (Something you feel.) If I pinch you, will you feel an emotion? (Point out the difference between physical and emotional feelings.) Students brainstorm names of feelings. (You may wish to use the chalkboard here.)

   Ask: Which of these feelings are "good"? Which of these feelings are "bad"?

   Point out: Good feelings are those that feel good; bad feelings are those that make us feel bad. BUT all feelings are O.K. We are not <u>good</u> or <u>bad</u> because of our feelings.

   Ask: What are some feelings people might have about divorce? If they have bad feelings like anger, does that mean they are bad people?

3. Play "Emotions"
   Each student picks a card which contains a feeling. By body language and expression student acts out the feeling; others guess what it is. Student who guesses correctly draws the next card.

WRAP UP: What did we do in here today? What did you learn about feelings/emotions?

Stress: Emotions make us <u>feel</u> bad or good but do not make us bad or good. It's O.K. to feel what I feel. Remember that emotions and actions are different. I control my actions!

Examples: You feel --

afraid	loved
joyous	embarrassed
humiliated	cherished
competent	

SESSION No. 3

CATEGORY: DIVORCE

OBJECTIVES:
1. To continue work on understanding and accepting feelings in ourselves/others
2. To focus on specific feelings regarding divorce

TIME: One class period

MATERIALS: HISD film: "Family Matters" color, 15 minutes.

ACTIVITIES:
1. After focus, view film: "Family Matters" (available in HISD film catalog)

   Subject matter: A girl is caught in the middle between divorced but still warring parents

2. Discuss: What do you think was happening in this film?
   What was the girl feeling?
   Have you ever had any such feelings?
   Would anyone like to share an experience in your family that made you feel unhappy?
   What do you think the parents were feeling?

WRAP UP: Point out that all the people in this movie had emotions, basically, pain and anger.

The group members are probably also experiencing pain and anger. Remember, it's O.K. to feel what you feel.

SESSION No. 4

CATEGORY: DIVORCE

OBJECTIVES:
1. To continue to explore emotions regarding divorce
2. To learn about the grief process and how it relates to the changes in families

TIME: One class period

MATERIALS:
Felt-tipped pens, crayons, or colored pencils
Unlined paper
Chalk and chalkboard space

ACTIVITIES:

1. After focus (deep breathing), ask students to review briefly all the feelings (emotions) they can think of. (You may wish to let them use the chalkboard.) Then, on the chalkboard, write MAD, SAD, GLAD, SCARED. Ask students to group the words they have written under these categories pointing out that there are only these four major ways of feeling.

   Ask them to divide a piece of paper into four parts and write one of these four feelings in each part. Then have them draw a picture, or/and write a sentence about each one of the feelings in connection with the family divorce. Example: When my father left, I felt scared because I didn't know what was happening.

   Everyone shares his/her picture/sentence with the group.

2. Discuss the grief process: Explain to students that everyone who loses something important has to go through a process to get over the loss. In this case, each student has had a major loss, a part of his or her family. He or she is *supposed* to feel many things.

   Ask a volunteer to "have a broken leg." Have him/her visually portray the way he'd walk, the way he'd have to ask for help, the anger he'd feel at the legs getting in his way and keeping him from doing what he wanted, and the pain of it.

   (Point out that his/her behavior is not really "normal" but does anyone think he's "crazy"?) Draw the analogy of a broken heart and explain the grief process. Note that a broken heart can't be seen by others so they sometimes don't understand.

SESSION No. 5

CATEGORY: DIVORCE

OBJECTIVES:
1. To continue discussion of the grief process
2. To help students accept/understand the feelings they have regarding divorce

TIME: One class period

MATERIALS: The UN GAME or counselor-made cards with open ended questions regarding divorce/grief/feelings

ACTIVITIES: Play the UN GAME with cards on deep understanding

or

Have each student draw a card from a pile and answer such questions/statements as. . .

When I think about my family, I feel _____
I wish my father _____
I wish my mother _____
My sister/brother sometimes _____
Sometimes I cry when I think about _____
I get angry when _____
When I feel sad, I _____
Someone who doesn't understand how I feel is _____
Someone who does understand how I feel is _____
I wish my family _____
I wish I could _____
If I could have one wish, I would _____
When I think about my friends, I feel _____
One thing I can do to make myself feel better is _____
When I feel myself getting angry, I _____
The parts of the grief process are _____
(Shock, denial, bargaining, anger, sadness, acceptance)
An example of denial about my family is _____
An example of bargaining (about divorce) for me is _____
_____
An example of anger (about divorce) for me is _____
Things in my family will be better when _____
Something I can do to help myself get over my broken heart is _____

WRAP UP: What have we learned about each other today? About ourselves?

ASSIGNMENT: Think of three things you can do that will help someone in your family, you or someone else this week.

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SESSION No. 6

CATEGORY: DIVORCE

OBJECTIVES:
1. To begin to develop challenges to negative attitudes
2. To communicate that--although present sadness, and anger are understandable--they will not last forever. There is hope.

TIME: One class period

MATERIALS: A comfortable place, ideally where student can lie down, in the dark

ACTIVITIES:

1. Relaxation Exercises:
   Students are lying down or seated as comfortably as possible and are led through a progressive series of tightening muscles and then relaxing them. Talk about what it feels like to be really relaxed.

2. Guided Imagery:
   While students remain relaxed, read: Lie completely still, relax, close your eyes. Feel about you and see in your mind's eye a soft pink mist. It enfolds you; you are safe and comfortable. Nothing can hurt you. You feel very safe, very comfortable, very relaxed. Think to yourself about your family. Let a small cloud start to grow as you think about your feelings. But remember to keep that soft pink light around you. You are safe and it is safe to look at your anger now. Look at it. The dark cloud is your anger, your sadness. You are safely surrounded by your pink light. The anger and pain can't take over because you won't let them. Just look at them. What is the cloud like? Black and boiling? Are there flashes of lightning? Or is it sharp and jagged, icy cold? Just look at it. It can't take over, for you are relaxed and your pink mist surrounds you. Now make your black cloud get smaller; it can't take over. Let your pink mist protect you. Make the cloud smaller and smaller. Watch it get swallowed up in your pink light. It is gone. Relax. Enjoy your safe relaxed feeling. Relax. When you are ready, let your eyes open slowly. Lie still a moment. Enjoy the good feeling of being relaxed, safe.

WRAP UP: Process. What did it all feel like? Do you like this technique? Can you use it to help when you need it?

SESSION No. 7

CATEGORY: DIVORCE

OBJECTIVES:
1. To summarize feelings about divorce
2. To evidence some working through of feelings
3. To indicate that coping strategies are being developed

TIME: One class period

MATERIALS: Evaluation instrument; pencils or pens

ACTIVITIES: Termination of group

Students are asked to fill out an evaluation form without comment.

Sample Form: This group was helpful, not helpful, don't know.

I learned (check as many as apply):

_____ what feelings (emotions) are
_____ that feelings are O.K.
_____ that other people have feelings
_____ that I have feelings
_____ how to identify my/others' feelings
_____ that other people feel the same way I do about divorce
_____ that people grieve (are sad) when divorce happens
_____ that people who divorce are not bad
_____ that my parents' divorce was/is not my fault
_____ that, even though I wish my parents were together, I can stand it and know I'll feel better some day
_____ that it's O.K. for me to feel sad and angry right now
_____ that I can go on with my own life

The best thing about group was:

Comments:

WRAP UP: Let each student share his/her comments with the group, if he/she wants to. Each student ends with some direct statement to every other group member (only positive statements allowed).

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TOPIC GROUP: S.O.S. (SAVE OUR SELVES)--FOR DEPRESSED, POST-SUICIDAL STUDENTS

RATIONALE: Depressed or suicidal students need a support group when they return to school after receiving treatment.

ORGANIZATION: Size and selection: Size will be determined by students who need/wish to be members. Students join with the understanding that the group is not intended for therapy but is to be a support group for students who:

- have been suicidal or depressed (need doctor/therapist consent)
- have been identified by parents or teachers as mildly depressed and at low risk for suicide (need parental consent)
- are willing to sign a contract agreeing to the rules of the group (*see Example:* Save Our Selves Contract)

Meeting Times: The group will meet weekly during the school day; alternating class periods. This can be an ongoing group, continuing into the summer if needed.

Procedures: Students may enter the group as the need arises, providing they sign the group contract. They leave as the group agrees that they are ready. Current members will act as Big Brothers/Sisters to help new members feel comfortable.

ACTIVITIES: See the "Structured Activities" section of this handbook for specific activities. Especially appropriate for this group are:

- Trust-building activities (because one of the problems these students have is that they have difficulty believing anyone)
- Communication skills activities
- Activities designed to help deal with anger
- Activities designed to build coping skills and increase impulse control
- Activities designed to bolster self-esteem

SOS CONTRACT

In order to become a member of SOS (Save Our Selves) Support Group, I agree to the following:

I will make No attempt at suicide

I will make No attempt to hurt myself or anyone else physically

I will make no self-destructive gestures of any kind; take unnecessary risks, (I will not pretend to hurt myself or threaten to hurt myself or someone else in order to get my way)

I will use no drugs or alcohol

I understand that the purpose of this group is to give and receive support for life-enhancing positive thoughts, actions, and feelings.

To others, I agree

to be as open and honest about my thoughts and feelings as I possibily can and to encourage other group members to do likewise,

not to leave the group without telling the group why, and

to attend all groups and to be punctual.

Date _____ Signature _____
Student

Approved _____ _____
Parent Parent

_____ _____
Therapist/Doctor Counselor

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TOPIC GROUP: GRIEF AND LOSS

RATIONALE: Elizabeth Kubler-Ross's work with the terminally ill has clarified the Grief Process, a defined progression through several stages to final acceptance.

Much research indicates that unresolved grief is involved in many psychological problems in adults as well as in children.

While this group is not designed for therapy, it is hypothesized that an understanding of the grief process coupled with the support of a group of peers will be of assistance to students who have experienced loss.

ORGANIZATION: Membership: Students who have experienced loss may be self-referred or referred by parents or teachers. Many schools/counselors send sympathy cards to such students, including in them a notification of the availability of a support group.

Size: 6-8
Length: seven sessions (may become ongoing if necessary)

SOURCES: How to Survive The Loss of a Love by Melba Colgrove

The Fall of Freddie the Leaf by Leo Buscaglia

ACTIVITIES:

1. Introduce to the group the stages of grief, explaining that grief is the natural result of feelings about a major loss and that one must give himself/herself permission to go through the process of grieving in a healthy way.

2. Use drawing as a means to clarify relationships, to evoke or to explain feelings.

3. Play "Empty Chair" to say "what should have been said" to the lost one.

4. Read together the two sources. Freddie the Leaf is good for students who have lost older people due to natural causes. How to Survive is written by a psychologist and a psychiatrist who explain what grief is, followed by a poem designed to describe the feelings connected with the grief process.

5. Share the details of loss by each member.